DOCUMENT RESUME

ED 426 748 JC 990 081

TITLE	Campus Profile 98.
INSTITUTION	Glendale Community Coll., CA. Planning and Research Office.
PUB DATE	1998-00-00
NOTE	58p.
PUB TYPE	Reports - Research (143)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Accountability; College Bound Students; Community Colleges; *Educational Finance; Enrollment; Faculty Development; High School Students; High Schools; *School Demography; *Student Characteristics; Two Year Colleges; Vocational Education
IDENTIFIERS	*Glendale Community College CA

ABSTRACT

Glendale Community College's Campus Profile is designed to assist faculty, staff, and students in understanding the college's diverse operations. Organized around an outline from the state accountability model, this statistical report focuses on the academic years 1995-1997. "Campus Profile '98" includes more accountability performance measures than previous issues. In particular, it includes Key Performance Indicators (KPIs) that measure college effectiveness. The profile is divided into the following five sections: (1) community profile, including an introduction to Glendale housing characteristics, ethnicity, and population by age, as well as area school information such as Glendale Unified School District Demographics and high school articulation; (2) student access, covering enrollment, demographics, student needs, and additional access-related KPIs; (3) student success, including characteristics and goals of transfer, vocational and personal interest students; (4) staff composition, considering present workforce, full/part-time ratio, and staff development; and (5) fiscal condition, including general revenue, expenditures, general fund balances and additional fiscal KPIs. (AS)

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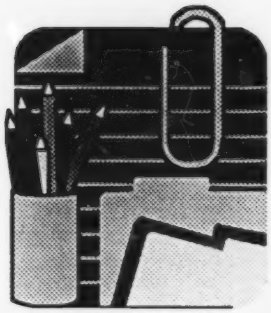
Campus Profile 98



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Materials making up *Campus Profile 98* were collected, tabulated, analyzed, and formatted by the Research & Planning Unit staff with the assistance of various campus units, especially Administrative Information Systems.

PREFACE

Campus Profile is designed to assist faculty, staff, and students in understanding the college's diverse operations and in making informed decisions. The publication is organized around an outline from the statewide accountability model. It is the intent of the Research & Planning Unit to incorporate accountability reports mandated by the federal and state governments into this annual publication, as such requirements develop.

This publication tends to focus on relatively short time periods, typically three years, in reporting information. In some cases, longer time periods are reported when deemed especially useful. We have made additions and deletions to the information presented each year and will continue to do so as we receive your feedback.

Additional information, including data from previous years, is available on the Research & Planning Unit's web site, located at http://research.glendale.cc.ca.us. The web site includes most of the data available in the *Campus Profile* with extended historical data, and also includes additional features, including an enrollment history and reports available from the Research & Planning Unit.

This year's *Campus Profile* also includes more accountability performance measures than previous issues. In particular, it includes Key Performance Indicators (KPIs) defined in the college's Educational Master Plan, which was approved by the Board of Trustees in January, 1998. Key Performance Indicators are measures of the college's effectiveness, and they are marked with a key symbol (see below) in the following sections.

In addition to the *Campus Profile*, the Research & Planning Unit provides an annually updated *Institutional History* for new staff members and for individuals seeking greater knowledge of the college's history. We look forward to your feedback regarding both publications.

Research & Planning Unit
August 1998

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I. COMMUNITY PROFILE

I.1. Introduction

The 1990 Census indicated that Glendale's population grew in size and diversity from prior periods. Glendale's population grew by 29.5% during the 1980s, compared to 16.6% for the county as a whole. Glendale grew at a rate almost three times as fast as Burbank and Pasadena, and almost twice as fast as the city of Los Angeles. The 1990 Census showed Glendale with 180,038 residents; the most recent state estimate puts the population at 195,600 as of January 1, 1997.

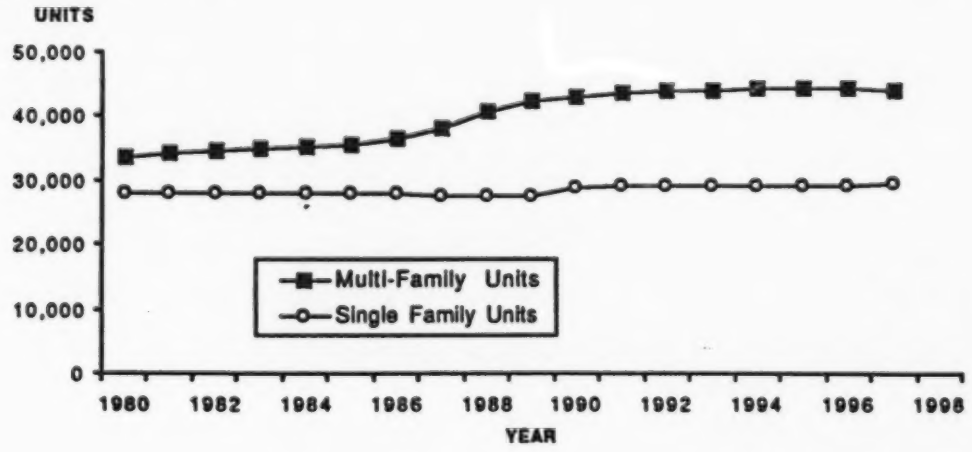
Growth during the 1980s also changed the city in a qualitative way. Most of the growth occurred with the addition of apartments and condominiums (multiple-family dwelling units) in south and central Glendale. Glendale now has as high a percentage of people living in multiple-family dwelling units as the city of Los Angeles. In addition, over 58% of the households are renting. Growth since 1990 has been driven by the addition of 1,500 housing units and a small increase, from 2.59 to 2.64, in the average number of people living in each household.

Glendale has also become much more diverse in terms of ethnicity. In 1980, 74% of the residents were non-Hispanic Caucasians. By 1990, non-Hispanic Caucasians accounted for only 53% of the population. In addition, over 45% of city residents were born outside the United States.

I.1A. Glendale Housing Characteristics

A fundamental structural change occurred in the community's housing stock as the number of multiple-family dwellings increased, as evidenced in Figure I.1A.01 below.

Figure I.1A.01. Housing Units Available in Glendale



Source: City of Glendale

The growth in Glendale's housing stock was essential to the rapid population growth that far outstripped its two neighboring cities. The result, however, means Glendale is far more "urban" in character than its reputation. Figure I.1A.02 below compares state estimates of the tri-city area's housing stock in 1990 and 1998.

Figure I.1A.02. Types of Housing Structures in Glendale, Burbank, and Pasadena, 1990

STRUCTURE TYPE	GLENDALE		BURBANK		PASADENA	
	1990	1998	1990	1998	1990	1998
Single Family	40.2%	40.1%	51.1%	49.0%	53.6%	52.8%
Multiple: 2-4 Units	9.4%	9.1%	11.9%	11.2%	8.8%	8.7%
Multiple: 5+ Units	50.3%	50.8%	36.7%	39.6%	37.6%	38.4%
Mobile	0.0%	0.0%	0.2%	0.2%	0.0%	0.0%
Total Structures	72,114	73,611	41,219	43,004	53,030	54,171

Source: California Demographic Research Unit

I.1B Glendale Ethnicity

The growing diversity of Glendale is a general reflection of the economic, political, and social trends many refer to as the coming of the "Pacific Century." The community's ethnic diversity begins to be understood in the standard federal ethnicity categories of Figure I.1B.01 below. The true magnitude of the community's diversity is camouflaged as at least one-third of the Caucasian population of Glendale consists of immigrant Armenians.

Figure I.1B.01. City of Glendale Ethnicity Breakdown, 1980 and 1990

ETHNICITY	1980		1990	
Caucasian/Non-Hispanic*	102,904	74.0%	95,539	53.1%
Hispanic	24,613	17.7%	37,731	21.0%
African-American	695	0.5%	2,334	1.3%
American Indian	681	0.5%	629	0.4%
Asian/Pacific Islander*	7,787	5.6%	25,453	14.1%
Other Race*	2,364	1.7%	18,352	10.2%
Total	139,044	100.0%	180,038	100.0%

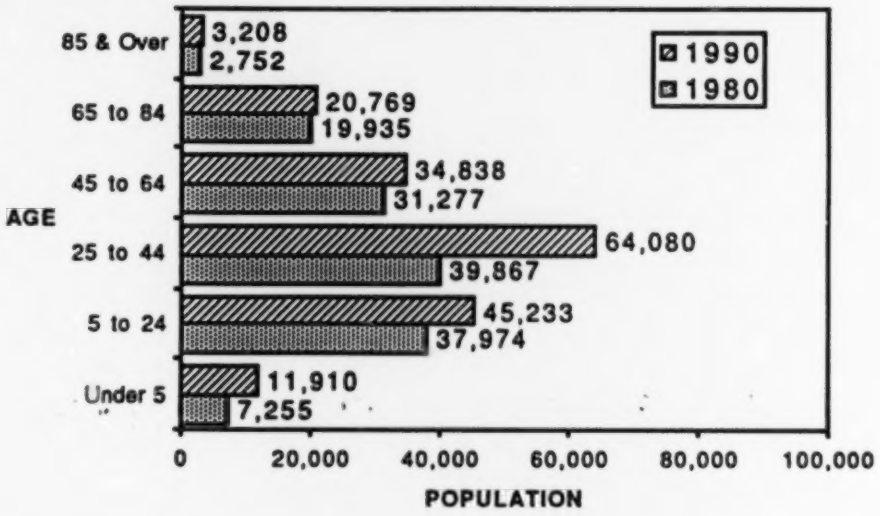
Source: City of Glendale

*Although "Other" may contain a variety of ethnic groups, including Hispanics and Filipinos, we think it is safe to assume that in Glendale the majority of "Others" are immigrant Armenians. We also assume that the majority of Filipinos have been classified in the "Asian/Pacific Islander" category.

1.1C Glendale Population by Age Cohorts

The graph below shows population growth in Glendale by age cohort, according to the 1980 and 1990 Census. Growth in the age cohorts from age 5 to 44 accounted for 77% of the city's growth and is particularly important to the college because 90% of our students are between 17 and 44 years old. The age cohort from 25 to 44 grew by 61% from 1980 to 1990—twice the rate for the city as a whole. Therefore, the impact of the community's growth on the college during the 1980s was greater than the overall city growth figures would suggest.

Figure I.1C.01. Glendale Population by Age Cohort



Source: 1980 and 1990 U.S. Census Data

I.2. Area School Information

The college draws from a wide geographical area and has a large, and growing, international student population. The Glendale Unified School District has historically provided approximately 40% of the college's freshmen each year. Like the college, the school district has experienced increased cultural and linguistic diversity over the last 15 years.

I.2A Glendale Unified School District Demographics

The following tables and graph show demographic information provided by the Glendale Unified School District. Data about student English proficiency is also provided: LEP refers to Limited English Proficient students and FEP refers to Fluent English Proficient students. Of the school district's LEP students, approximately 53% speak Armenian as their primary language, 35% speak Spanish as their primary language, 8% speak Korean as their primary language, and 3% speak Pilipino/Tagalog as their primary language.

Figure I.2A.01 Glendale Unified School District Student Ethnicity, 1996-97

ETHNICITY	ELEMENTARY SCHOOLS	MIDDLE SCHOOLS	HIGH SCHOOLS	TOTAL
American Indian/Alaskan Native	0.2%	0.2%	0.1%	0.2%
African American/Black	1.2%	1.1%	1.0%	1.1%
Asian	10.9%	12.5%	13.4%	11.9%
Hispanic/Latino	26.0%	20.7%	21.0%	23.6%
Filipino	4.0%	4.3%	4.6%	4.2%
Pacific Islander	0.1%	0.2%	0.2%	0.1%
Caucasian/Middle Eastern	30.4%	35.7%	36.5%	33.1%
Caucasian/Not Middle Eastern	27.2%	25.3%	23.2%	25.7%
TOTAL ENROLLMENT	15,948	4,769	9,190	29,907

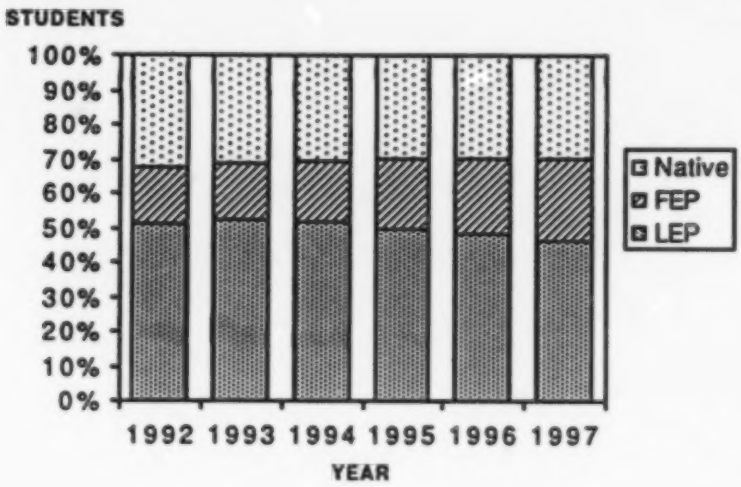
Source: Glendale Unified School District District Portfolio of "Vital Signs" Information 1991 to 1997

Figure I.2A.02. Glendale Unified School District Student English Proficiency, 1996-97

CATEGORY	ELEMENTARY SCHOOLS		MIDDLE SCHOOLS		HIGH SCHOOLS		TOTAL	
LEP	8,785	55.1%	1,864	39.1%	3,262	35.5%	13,911	46.5%
FEP	2,050	12.9%	1,537	32.2%	3,432	37.3%	7,119	23.8%
Total Non-Native	10,835	68.0%	3,401	71.3%	6,694	72.8%	21,030	70.3%
TOTAL ENROLL	15,948	100.0%	4,769	100.0%	9,190	100.0%	29,907	100.0%

Source: Glendale Unified School District District Portfolio of "Vital Signs" Information 1991 to 1997

Figure I.2A.03. Glendale Unified School District Student English Proficiency Trends, 1992 to 1997



Source: Glendale Unified School District District Portfolio of "Vital Signs" Information 1991 to 1997

I.2B. High School Articulation

Below is a history of the flow of high school graduates to the college over the last four years and in 1981 (the first year for which data was available). Numbers vary from year to year, indicating that recruiting activity has a large impact on the source of incoming freshmen.

Figure I.2B.01. GCC Fall Freshmen by High School of Origin

	FALL 1981	FALL 1994	FALL 1995	FALL 1996	FALL 1997
GLENDALE DISTRICT					
Glendale	231	259	234	234	244
Hoover	174	177	188	198	182
Crescenta Valley	195	93	100	109	81
Daily	16	14	10	14	20
BURBANK DISTRICT					
Burbank	45	92	46	49	40
Burroughs	33	41	47	26	57
LOS ANGELES DISTRICT					
Belmont	10	34	20	42	29
Eagle Rock	72	47	51	43	27
Fairfax	5	4	3	7	3
Francis Poly (SV)	1	8	9	8	5
Franklin	58	46	34	44	33
Grant (Van Nuys)	1	4	5	5	0
Hollywood	12	22	9	15	16
Lincoln	4	7	16	10	14
Los Angeles	0	7	3	4	1
Marshall	68	63	98	76	55
North Hollywood	2	10	13	8	14
T. Roosevelt	0	6	3	2	4
Verdugo Hills	43	40	31	29	32
OTHER PUBLIC SCHOOLS					
Alhambra	–	15	20	6	8
La Cañada	5	6	10	8	6
PRIVATE SCHOOLS					
Alex Pilibos	0	5	4	8	8
Bellarmine-Jefferson	21	39	17	21	5
Glendale Academy	10	6	2	4	2
Holy Family	25	21	23	12	8
Notre Dame (SO)	0	6	4	4	3
Providence	4	3	12	4	6
Ribet Academy	0	1	2	2	0
Sacred Heart	1	5	4	4	1
St. Francis	18	20	11	2	10
Village Christian	0	5	4	5	7
OTHER SCHOOLS	195	261	279	296	286
Percent Glendale USD	48.4%	40.6%	40.5%	42.7%	43.7%
Percent Other	15.3%	19.5%	21.3%	22.8%	23.7%
Percent Privates	8.2%	8.3%	6.3%	5.0%	3.8%
Percent from Top 15 Schools	81.3%	73.2%	71.3%	70.8%	70.7%
TOTAL FRESHMEN	1,274	1,337	1,312	1,299	1,207

Source: GCC Student Master Record Database

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II. STUDENT ACCESS

II.1. Enrollment and Demographics

This section includes enrollment trends, student demographics, and information on the support and instructional programs that promote student access.

II.1A. Credit and Non-Credit Enrollment Trends

Figure II.1A.01. Headcount Enrollment, Fall Semesters

CATEGORY	FALL 1995		FALL 1996		FALL 1997	
Credit Headcount	13,597	70.0%	14,029	68.1%	13,993	65.7%
Full-Time	4,196	21.6%	4,282	20.8%	4,237	19.9%
Part-Time	9,401	48.4%	9,747	47.3%	9,756	45.8%
Non-Credit Headcount	5,817	30.0%	6,560	31.9%	7,305	34.3%
TOTAL HEADCOUNT	19,414	100.0%	20,589	100.0%	21,298	100.0%

Source: GCC Student Master Record Database and Adult Education Database

The following table summarizes the number of students enrolled at GCC across an academic year (Summer, Fall, and Spring semesters). Some data reported in this table, particularly for non-credit students, may be inaccurate due to irregularities in student ID numbers.

Figure II.1A.02. Headcount Enrollment, Academic Years

CATEGORY	1995-96		1996-97		1997-98	
Credit Headcount	18,342	62.7%	18,860	63.1%	19,706	58.9%
Non-Credit Headcount	10,918	37.3%	11,034	36.9%	13,726	41.1%
TOTAL HEADCOUNT	29,260	100.0%	29,894	100.0%	33,432	100.0%

Source: GCC Student Master Record Database and Adult Education Database

The following table shows Full-Time Equivalent Students (FTES) for the past three academic years. Resident and non-resident students are separated because the college receives state funding for resident students only. The FTES data reported below include Summer, Fall, and Spring semesters.

Figure II.1A.03. Full-Time Equivalent Students (FTES) Enrollment, Academic Years

CATEGORY	1995-96		1996-97		1997-98	
Credit FTES	9,276.51	82.9%	9,418.65	80.6%	9,952.71	79.7%
Resident	8,690.67	77.6%	8,811.42	75.4%	9,285.09	74.3%
Non-Resident	585.84	5.2%	607.23	5.2%	667.62	5.3%
Non-Credit FTES	1,919.37	17.1%	2,266.06	19.4%	2,540.07	20.3%
TOTAL FTES	11,195.88	100.0%	11,684.71	100.0%	12,492.78	100.0%

Source: CCFS 320 Apportionment Attendance Reports

II.1B. Credit Student Demographics

Figure II.1B.01. Enrollment Status of Credit Students

STATUS	FALL 1995		FALL 1996		FALL 1997	
Continuing	8,504	62.5%	8,601	61.3%	8,318	59.4%
New	3,615	26.6%	3,830	27.3%	3,915	28.0%
First College	2,520	18.5%	2,551	18.2%	2,624	18.8%
From Other College	1,095	8.1%	1,279	9.1%	1,291	9.2%
Returning	1,478	10.9%	1,598	11.4%	1,708	12.2%
Return Transfer	223	1.6%	232	1.7%	228	1.6%
Return After Absence	1,255	9.2%	1,366	9.7%	1,480	10.6%
TOTAL	13,597	100.0%	14,029	100.0%	13,993	100.0%

Source: GCC Student Master Record Database

Figure II.1B.02. Age of Credit Students

AGE	FALL 1995		FALL 1996		FALL 1997	
20 & Under	4,130	30.4%	4,131	29.4%	3,995	28.5%
21 to 25	3,689	27.1%	3,657	26.1%	3,540	25.3%
26 to 30	1,820	13.4%	1,921	13.7%	1,923	13.7%
31 to 50	3,521	25.9%	3,838	27.4%	4,008	28.6%
51 & Over	436	3.2%	482	3.4%	527	3.8%
Mean Age	27.3		27.7		28.1	
Median Age	24.0		24.0		24.0	
TOTAL	13,597	100.0%	14,029	100.0%	13,993	100.0%

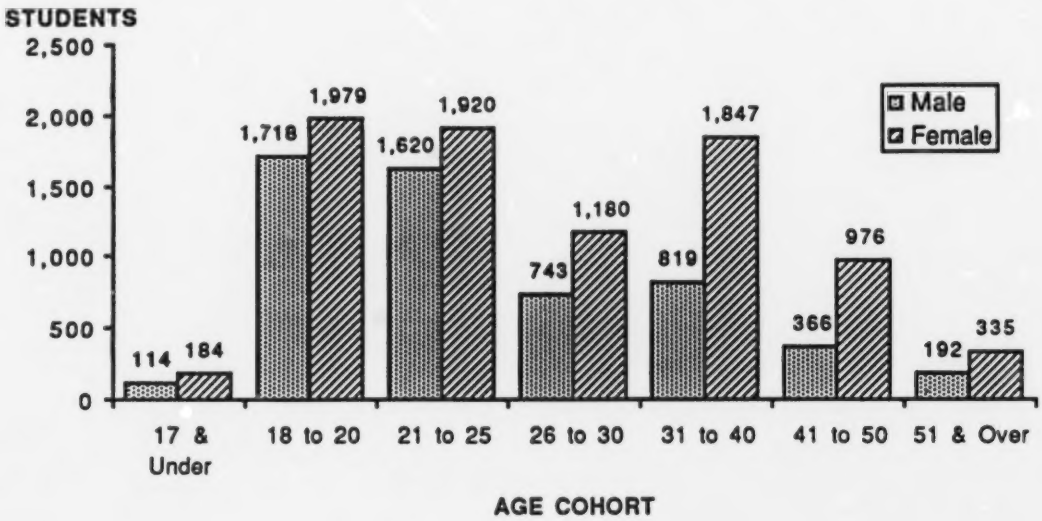
Source: GCC Student Master Record Database

Figure II.1B.03. Sex of Credit Students

SEX	FALL 1995		FALL 1996		FALL 1997	
Male	5,728	42.1%	5,751	41.0%	5,572	39.8%
Female	7,869	57.9%	8,278	59.0%	8,421	60.2%
TOTAL	13,597	100.0%	14,029	100.0%	13,993	100.0%

Source: GCC Student Master Record Database

Figure II.1B.04. Credit Student Age Cohorts by Gender, Fall 1997



Source: GCC Student Master Record Database

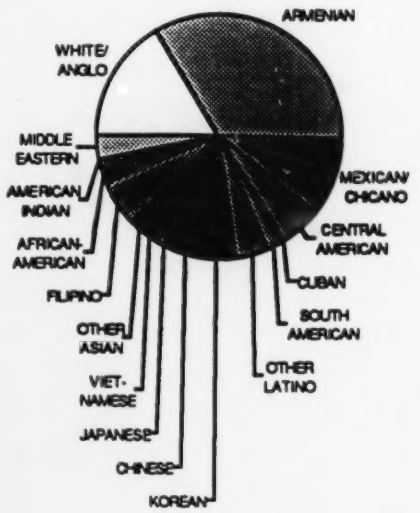
Figure II.1B.05. Program (Day, Evening, or Both) of Credit Students

PROGRAM	FALL 1995		FALL 1996		FALL 1997	
Day	5,716	42.0%	5,679	40.5%	5,640	40.3%
Evening	3,909	28.8%	4,078	29.1%	4,172	29.8%
Both	3,972	29.2%	4,272	30.5%	4,181	29.9%
TOTAL	13,597	100.0%	14,029	100.0%	13,993	100.0%

Source: GCC Student Master Record Database

Figure II.1B.06. Ethnicity of Credit Students (College Categories)

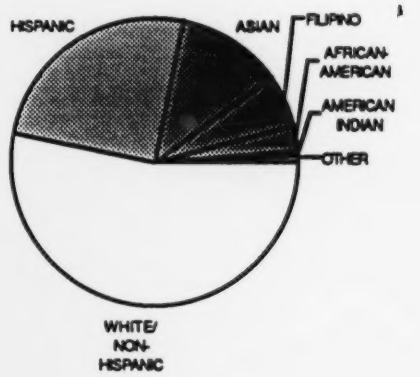
ETHNICITY	SPRING 1996	SPRING 1997	SPRING 1998
Anglo/European Caucasian	19%	20%	16%
Armenian	30%	30%	32%
Latino/Hispanic Total	21%	21%	20%
Mexican/Chicano	11%	11%	10%
Central American	3%	3%	5%
Cuban	1%	1%	0.4%
South American	2%	2%	2%
Other Hispanic	3%	4%	4%
Asian Total	14%	14%	14%
Korean	4%	4%	5%
Chinese	3%	3%	3%
Japanese	2%	3%	3%
Vietnamese	1%	1%	1%
Other Asian/Pac. Isl.	3%	3%	2%
Filipino	7%	5%	6%
Black/African-American	2%	2%	2%
American Indian	1%	0.4%	1%
Middle Eastern (Not Armenian)	3%	3%	3%
Multiple Heritages	4%	5%	5%



Source: 1998 Spring Student Survey

Figure II.1B.07. Ethnicity of Credit Students (Federal Categories)

ETHNICITY	FALL 1995	FALL 1996	FALL 1997
White/Non-Hispanic	52.2%	52.1%	53.4%
Hispanic	24.0%	24.8%	24.9%
Asian	13.5%	12.8%	11.8%
Filipino	6.4%	6.3%	6.0%
African-American	2.3%	2.6%	2.6%
American Indian	0.5%	0.7%	0.6%
Other	1.1%	0.7%	0.7%



Source: GCC Student Master Record Database

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Figure II.1B.08. Visa Status of Credit Students

VISA/RESIDENCY	FALL 1995		FALL 1996		FALL 1997	
U.S. Citizen	7,055	51.9%	7,375	52.6%	7,552	54.0%
No Visa	154	1.1%	147	1.0%	145	1.0%
Permanent Resident	4,696	34.5%	4,876	34.8%	4,653	33.3%
Parolee	347	2.6%	280	2.0%	245	1.8%
Student Visa	453	3.3%	463	3.3%	475	3.4%
Other Visa	786	5.8%	807	5.8%	816	5.8%
Amnesty	85	0.6%	57	0.4%	46	0.3%
Unknown	21	0.2%	24	0.2%	61	0.4%
TOTAL	13,597	100.0%	14,029	100.0%	13,993	100.0%

Source: GCC Student Master Record Database

Figure II.1B.09. Course Load of Credit Students (Units Attempted and Completed)

	FALL 1995		FALL 1996		FALL 1997	
UNITS	ATT	COMP	ATT	COMP	ATT	COMP
0	4.7%	18.9%	6.4%	21.1%	6.1%	21.1%
0.1 to 5.9	31.6%	31.9%	30.6%	31.0%	31.3%	31.4%
6.0 to 11.9	32.8%	29.4%	32.5%	29.1%	32.3%	29.1%
12.0 or More	30.9%	19.8%	30.5%	18.8%	30.3%	18.4%
Mean Units	8.0	6.1	7.9	5.9	7.9	5.9
Median Units	7.5	5.0	7.0	5.0	7.0	5.0

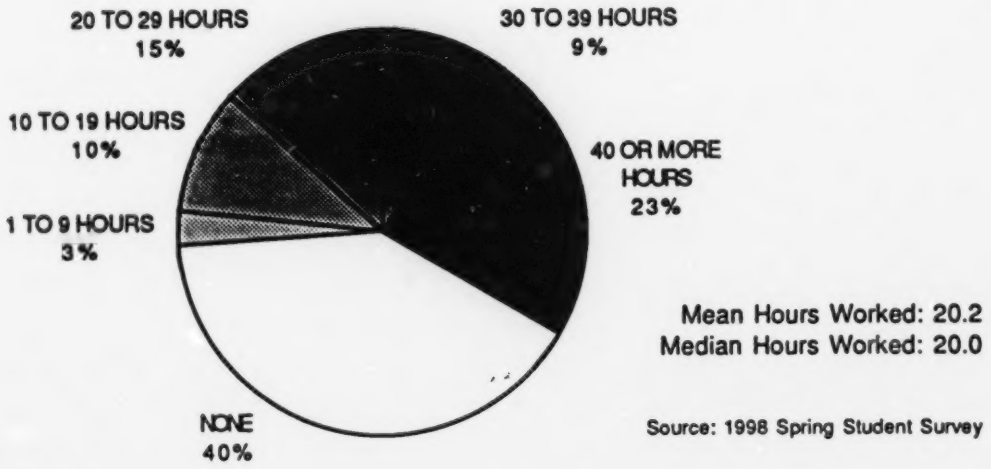
Source: GCC Student Master Record Database

Figure II.1B.10. District Status of Credit Students

DISTRICT STATUS	FALL 1995	FALL 1996	FALL 1997
Local (GCC District)	48.1%	48.2%	48.3%
Los Angeles District	41.8%	41.4%	41.9%
Other California Districts	5.8%	5.9%	5.1%
Out-of-State	0.4%	0.6%	0.6%
International	3.2%	3.2%	3.4%
Other Foreign	0.7%	0.7%	0.7%

Source: GCC Student Master Record Database

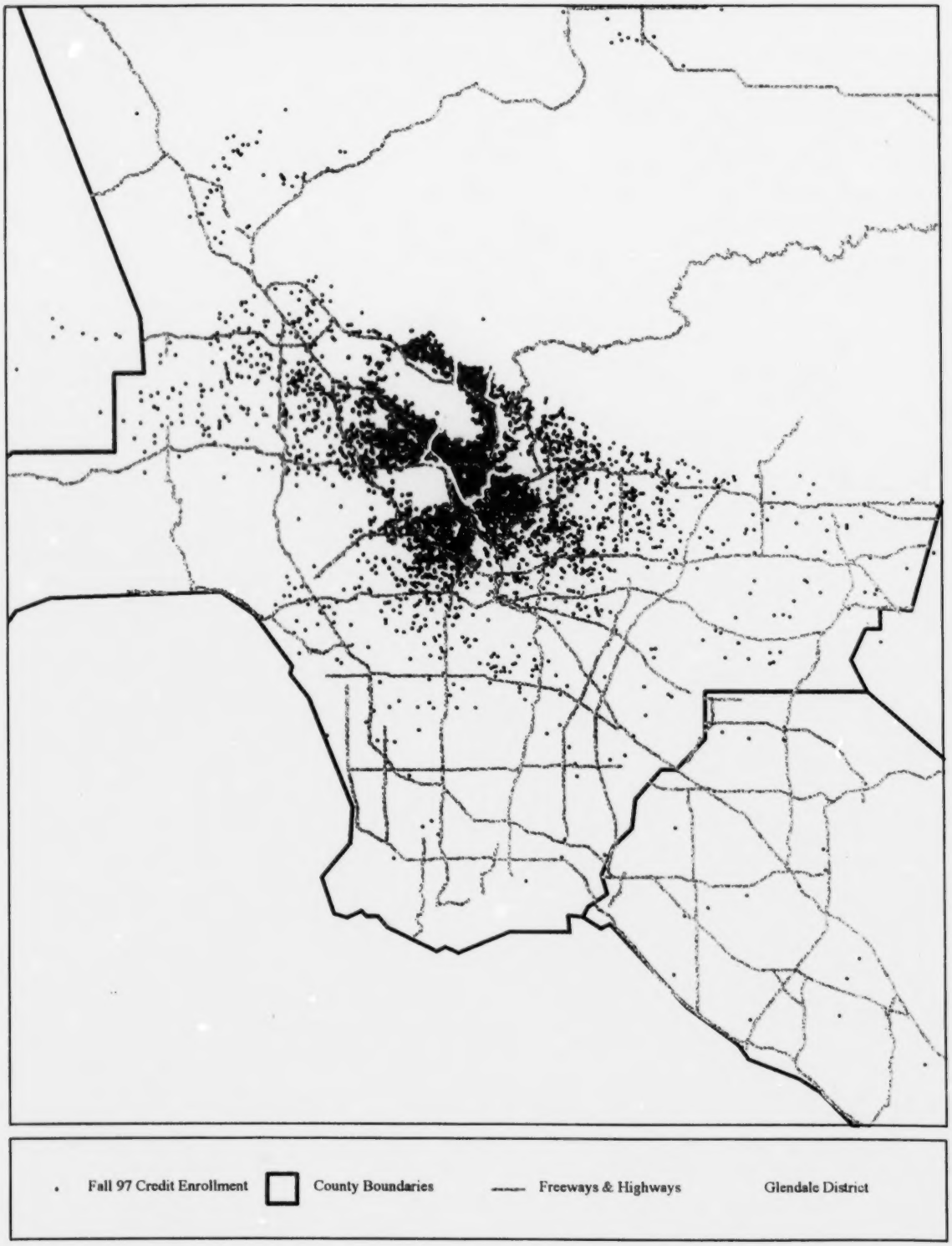
Figure II.1B.11. Employed Hours of Credit Students



II.1C. Enrollment Map

The following page shows a Geographic Information Systems (GIS) map which plots the residence addresses of all credit students in Fall 1997. While there is a concentration of students within the boundaries of the district, the student population is geographically dispersed. Significant concentrations of students are from historical feeder areas in Sunland-Tujunga and Eagle Rock-Glassell Park. In addition, there are concentrations of credit students from Los Feliz, Silverlake, Hollywood, and Burbank. Both the major transportation arteries and surface streets seem to be delivering students to the college.

Figure II.1C.01. Residences of Credit Students, Fall 1997



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II.1D. Non-Credit Student Demographics

Historically, information about the college's non-credit students has been less accurate than information about credit students. This situation has changed recently, and new data collection methods are in place to improve the reliability and accuracy of non-credit student information.

Figure II.1D.01. Sex of Non-Credit Students

SEX	FALL 1995		FALL 1996		FALL 1997	
Male	1,565	26.9%	1,739	26.5%	1,906	26.1%
Female	3,294	56.6%	4,021	61.3%	4,544	62.2%
Unknown	958	16.5%	800	12.2%	855	11.7%
TOTAL	5,817	100.0%	6,560	100.0%	7,305	100.0%

Source: GCC Adult Education Database

Figure II.1D.02. Age of Non-Credit Students

AGE	FALL 1995		FALL 1996		FALL 1997	
20 & Under	470	8.1%	590	9.0%	618	8.5%
21 to 25	533	9.2%	551	8.4%	611	8.4%
26 to 30	542	9.3%	605	9.2%	740	10.1%
31 to 50	1,914	32.9%	2,100	32.0%	2,468	33.8%
51 & Over	1,265	21.7%	1,646	25.1%	1,572	21.5%
Missing	1,093	18.8%	1,068	16.3%	1,296	17.7%
Mean Age	33.5		38.0		39.9	
Median Age	32.0		35.0		36.0	
TOTAL	5,817	100.0%	6,560	100.0%	7,305	100.0%

Source: GCC Adult Education Database

Figure II.1D.03. Ethnicity of Non-Credit Students

ETHNICITY	FALL 1995	FALL 1996	FALL 1997
American Indian	0.2%	0.1%	0.1%
Asian/Pacific Islander	8.3%	9.1%	8.2%
African-American	0.8%	0.9%	0.8%
Caucasian	30.0%	34.9%	40.8%
Hispanic/Latino	24.9%	26.3%	22.2%
Filipino	2.5%	2.7%	2.4%
Other	7.9%	7.1%	5.6%
Missing	25.3%	18.8%	19.9%

Source: GCC Adult Education Database

NOTE: Caucasian category includes Armenian students.

Figure II.1D.04. Visa Status of Non-Credit Students

VISA/RESIDENCY STATUS	FALL 1995	FALL 1996	FALL 1997
U.S. Citizen	22.9%	29.5%	35.1%
Permanent Resident	27.4%	28.8%	26.3%
Temporary Resident	–	–	3.6%
Refugee/Asylee	1.7%	1.3%	4.8%
Student Visa	0.6%	0.9%	1.1%
No Visa	2.6%	2.3%	–
Other	17.1%	16.7%	12.6%
Missing	27.7%	20.5%	16.6%

Source: GCC Adult Education Database

NOTE: Residency status codes were changed (Temporary Resident was added) starting Fall 1997.

Figure II.1D.05. District Status of Non-Credit Students

DISTRICT STATUS	FALL 1995	FALL 1996	FALL 1997
GCCD Resident	64.6%	66.8%	64.3%
Other/Unknown	35.4%	33.2%	35.7%

Source: GCC Adult Education Database

II.1E. Course Scheduling

KPI 5-7 Number of students satisfied with course scheduling

Figure II.1E.01. Student Satisfaction With Course Scheduling

SURVEY ITEM	SPRING 1998	
"Did you have problems getting any classes you wanted this semester?"		
Yes	23.3%	
"The class I wanted was full at the time I wanted to take it."		17.4%
"The class I wanted was not offered at the time I wanted to take it."		8.5%
"The class I wanted was scheduled at the same time as another class I needed."		10.2%
"The class I wanted was not offered this semester."		4.4%
Other Reasons		2.3%
No	76.7%	
"Is the Schedule of Classes available each semester in time for you to schedule and get your courses?"		
Yes	82.1%	
No	17.9%	

Source: 1998 Spring Student Survey

NOTE: Scheduling reasons given above do not total to 100% because students were allowed to mark all answers that apply. For example, 17.4% of all students responding to the survey had a problem due to a class being full.

KPI 5-6 Number of courses offered through distance learning

Figure II.1E.02. GCC Distance Learning Offerings

DISTANCE LEARNING OFFERINGS	FALL 1995	FALL 1996	FALL 1997
Telecourses	8	8	10
Internet	0	0	0

Source: Schedule of Classes

NOTE: The college has pilot tested an Internet-based system for technologically mediated instruction during Summer 1998, and offered 1 Internet course (Real Estate 101) in Fall 1998, in addition to 10 telecourses.

II.2. Student Needs

Students arrive at the college with a variety of educational backgrounds and support needs. The college seeks to provide students with information as well as academic and financial support.

II.2A. Assessment and Placement Results, 1997-98

Figure II.2A.01. Percentages of Students Placed Into Chemistry, English, ESL, and Mathematics Courses, 1997-98

English Placement: Composition

Total Number Placed	4,257
Missing Placement	0.9%
ENGL 187	0.6%
ENGL 189	16.9%
ENGL 191	9.9%
ENGL 120	44.2%
ENGL 101	27.5%

ESL Placement: Grammar/Composition

Total Number Placed	2,407
ESL 111	31.6%
ESL 121	36.3%
ESL 131	22.4%
ESL 141	9.7%
ESL 151	0.0%
Undetermined	0.0%

ESL Placement: Listening/Speaking

Total Number Placed	2,228
ESL 115	21.4%
ESL 125	28.9%
ESL 135	22.1%
ESL 145	16.4%
ESL 155	11.2%
Exempt	0.0%

Mathematics Placement

Total Number Placed	4,611
Math Level 1	27.0%
Math Level 2	12.5%
Math Level 3	28.2%
Math Level 4	16.1%
Math Level 5	8.0%
Math Level 6	4.4%
Unknown	3.8%

Course Options for Math Levels

Math 151, 152	
Math 153	
Math 141, 145	
Math 101, 140, 115	
Math 100, 102, 110, 111, 112, 135, 136	
Math 103	

Chemistry Placement

Total Number Placed	173
CHEM 110	11.0%
CHEM 110 Recommended	18.5%
CHEM 101	70.5%

Source: Assessment Data Files

II.2B. Financial Aid

Figure II.2B.01. Number and Percentage of Students Awarded Financial Aid, Fall Semesters

	FALL 1995	FALL 1996	FALL 1997
Number of Students With Financial Aid	5,030	5,582	5,766
Percentage of Students With Financial Aid	37.0%	39.8%	41.2%

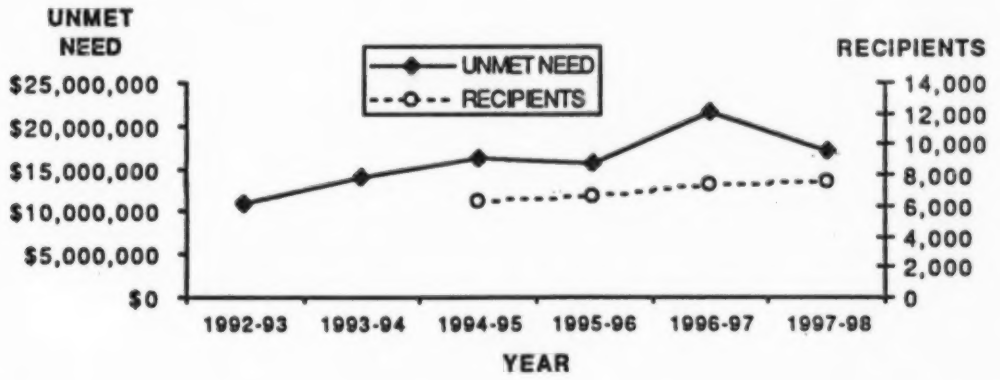
Source: GCC Financial Aid Database

Figure II.2B.02. Financial Aid Summary, Academic Years

	1995-96	1996-97	1997-98
Total Financial Need	$24,894,291	$30,662,872	$28,598,186
Total Aid Awarded	9,244,495	9,063,899	11,519,117
Unmet Need	15,649,796	21,598,973	17,079,069
Total Aid Recipients	6,671	7,368	7,533

Source: GCC Financial Aid Database

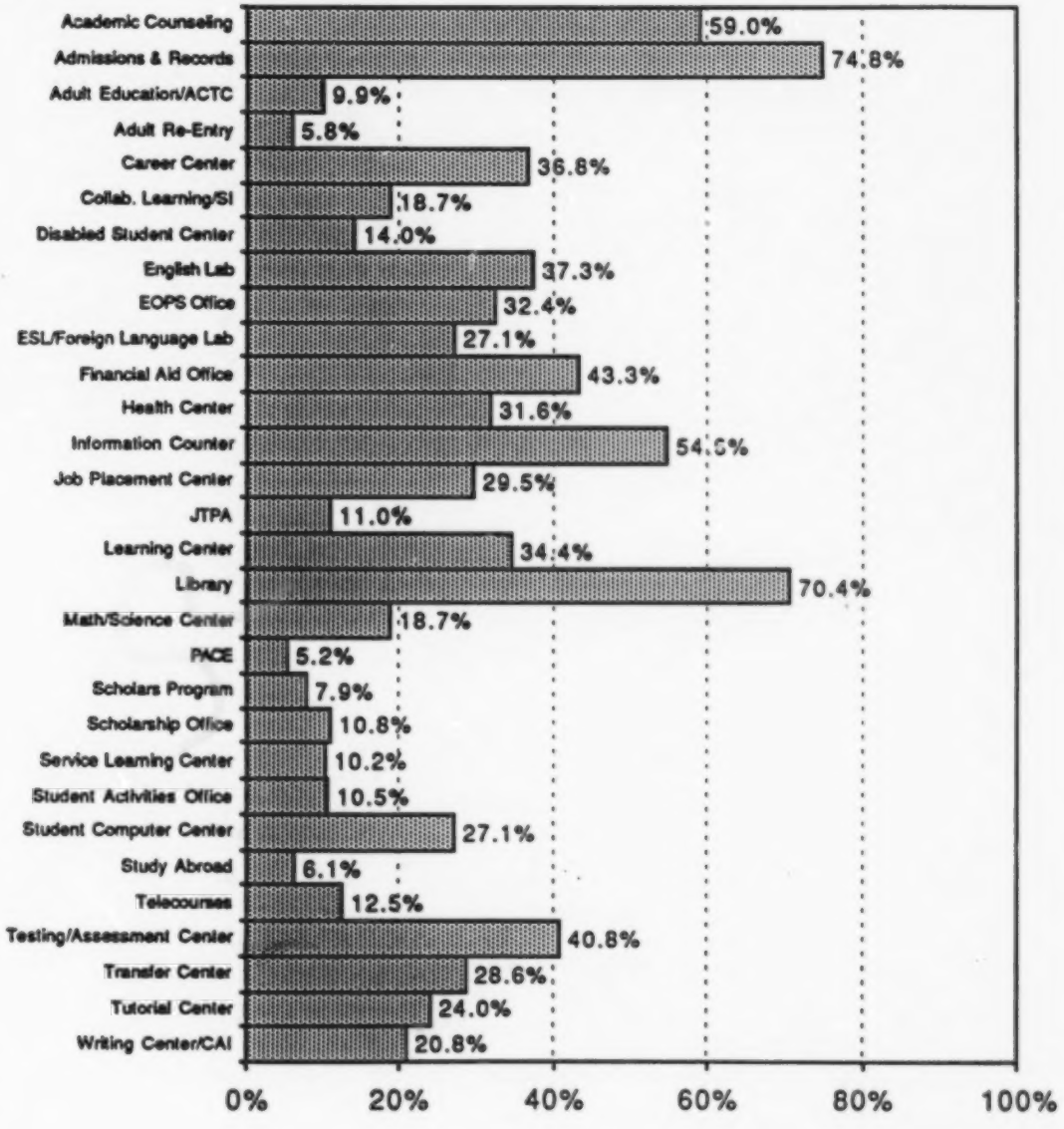
Figure II.2B.03. Financial Aid Unmet Need, 1992-93 to 1997-98



Source: GCC Financial Aid Database

II.2C. Programs Designed to Increase Student Access and Success

Figure II.2C.01. Student Use of Support Services, Spring 1998



Source: 1998 Spring Student Survey

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KPI 6-3 Number of students indicating awareness and knowledge of the various components of college services

KPI 6-7 Level of student satisfaction with the efficiency of college services

KPI 7-7 Percentage of students satisfied with academic advisement (The following table shows satisfaction with Academic Counseling)

Figure II.2C.02. Support Services Recognition, Use, and Satisfaction

	RECOGNITION			USE			SATISFACTION		
SERVICE	1992	1995	1998	1992	1995	1998	1992	1995	1998
Academic Counseling	85.1%	87.6%	89.6%	47.9%	52.5%	59.0%	72.4%	70.6%	73.2%
Admissions & Records	92.4%	92.2%	91.6%	74.0%	72.4%	74.8%	81.8%	80.2%	87.8%
Adult Education	–	–	58.4%	–	–	9.9%	–	–	75.7%
Adult Re-Entry	63.0%	61.7%	47.5%	6.4%	7.7%	5.8%	71.5%	67.2%	76.2%
Campus Library	95.9%	96.9%	94.2%	77.7%	77.2%	70.4%	89.1%	85.6%	92.8%
Career Center	85.4%	87.2%	77.6%	28.9%	33.2%	36.8%	80.2%	75.3%	80.7%
CL/SI	–	–	55.5%	–	–	18.7%	–	–	83.5%
Disabled Student Ctr.	67.2%	67.5%	67.1%	7.6%	10.1%	14.0%	79.1%	71.7%	80.3%
English Lab	74.6%	80.6%	81.0%	16.5%	27.5%	37.3%	78.0%	82.2%	86.6%
EOPS Office	73.9%	78.7%	74.2%	30.2%	34.4%	32.4%	84.5%	80.7%	85.9%
ESL/For. Lang. Lab	66.5%	70.4%	72.4%	8.5%	19.4%	27.1%	79.7%	81.1%	83.6%
Financial Aid Office	90.5%	90.9%	84.4%	33.9%	42.9%	43.3%	79.8%	77.6%	80.9%
Health Center	87.0%	83.7%	80.6%	24.9%	27.1%	31.6%	84.2%	81.0%	89.9%
Information Counter	–	–	80.7%	–	–	54.6%	–	–	88.1%
Job Placement Center	86.0%	84.9%	76.7%	28.7%	26.4%	29.5%	56.7%	62.3%	80.5%
JTPA	–	–	46.2%	–	–	11.0%	–	–	83.4%
Learning Center	86.3%	89.8%	79.3%	30.9%	35.5%	34.4%	80.7%	77.8%	87.7%
Math/Science Center	73.4%	74.0%	70.7%	18.5%	16.1%	18.7%	82.2%	73.7%	80.8%
PACE	–	–	48.2%	–	–	5.2%	–	–	72.8%
Scholars Program	–	–	61.9%	–	–	7.9%	–	–	73.9%
Scholarship Office	–	–	61.4%	–	–	10.8%	–	–	71.7%
Service Learning Ctr.	–	–	53.1%	–	–	10.2%	–	–	84.5%
Student Activities Off.	–	–	55.4%	–	–	10.5%	–	–	80.2%
Student Computer Ctr.	77.4%	82.4%	72.2%	34.1%	39.8%	27.1%	86.6%	82.6%	87.5%
Study Abroad	–	–	58.2%	–	–	6.1%	–	–	77.0%
Telecourses	–	–	58.2%	–	–	12.5%	–	–	75.0%
Testing/Assessment	88.5%	87.8%	76.0%	61.1%	60.9%	40.8%	81.2%	77.7%	79.3%
Transfer Center	79.4%	80.9%	74.7%	25.0%	26.1%	28.6%	77.9%	73.6%	80.7%
Tutorial Center	84.7%	86.3%	75.8%	21.4%	23.7%	24.0%	74.1%	74.8%	83.6%
Writing Center/CAI	78.1%	80.3%	71.0%	18.5%	22.9%	20.8%	76.0%	74.8%	81.6%

Source: Spring Student Surveys

Figure II.2C.03. Student Satisfaction With Counselor Helpfulness

HELPFULNESS	1995	1996	1997
Excellent	16.2%	17.1%	13.3%
Good	35.5%	39.9%	38.5%
Fair	21.0%	23.4%	24.0%
Poor	9.9%	11.1%	11.4%
No Opinion	17.4%	8.5%	12.8%

Source: Spring Student Surveys

II.2D. Credit ESL and Basic Skills Course Offerings

The following tables show enrollment, retention, and success in credit ESL and basic skills courses. Retention refers to the completion of the class with any grade other than W (withdrawal). Success refers to the completion of the class with a grade of A, B, C, or CR (credit).

Figure II.2D.01. Credit ESL Enrollment, Retention, and Success

	FALL 1995		FALL 1996		FALL 1997	
	Number	% Enroll	Number	% Enroll	Number	% Enroll
ESL Enrollments	2,839	100.0%	3,209	100.0%	3,454	100.0%
Retention	2,612	92.0%	3,038	94.7%	3,201	92.7%
Success	2,021	71.2%	2,439	76.0%	2,534	73.4%

Source: GCC MIS Files

Figure II.2D.02. Credit Basic Skills Enrollment, Retention, and Success

	FALL 1995		FALL 1996		FALL 1997	
	Number	% Enroll	Number	% Enroll	Number	% Enroll
Basic Skills Enrollments	1,881	100.0%	2,019	100.0%	2,149	100.0%
Retention	1,737	92.3%	1,831	90.7%	1,947	90.6%
Success	1,341	71.3%	1,412	69.9%	1,526	71.0%

Source: GCC MIS Files

NOTE: Basic skills courses reported here are identified in the college's MIS databases as precollegiate basic skills courses: ENGL 184, 185, 186, 187, 188, 189, 190, and 191; ESL 111, 115, 116, 125, and 177; MATH 151, 152, 153, 158, 190, and TECH ED 142; and ST DV 120, 143, 144, 146, 150, and 165 (in Fall 1997).

II.2E. Access to Information Resources

KPI 6-1 Number of computer workstations on campus allowing students to access library and college services information

Figure II.2E.01. Campus Computer Laboratories

LAB NAME	LOCATION	COMPUTERS
Library	Library	48
English Lab	AD 238-247	70
Math Lab	PB 105	6
Non-Credit Business Lab	ACTC 222/225	42
Physical Science Lab	PB 101	19
Desktop Publishing Lab	SG 139	30
Typing Center	SR 114	5
Business Office Technology Lab 1	SG 138	40
Word Processing Lab	AD 252	33
Open Lab	SG 129	80
Applications Lab	SG 136	28
Business Office Technology Lab 2	SG 137	33
Credit ESL/Foreign Language Lab	TC 128	24
Non-Credit ESL Lab	ACTC 121	7
Student Computing Center	SR 312/313/314/321/324	184

Source: GCC Academic Labs Management Group, Spring 1997

II.3. Additional Access-Related KPIs

Data addressing the following KPIs is not currently available.

KPI 5-3 Percent of first-choice courses received at registration
KPI 5-4 Percent of students able to get their first choice of GE and majors classes
KPI 5-5 Percent of students able to get their required English, ESL, and Math courses at first attempt
KPI 6-5 Average waiting-in-line time for students at the bookstore or at the registration counter, for any day of the semester
KPI 6-6 Average time required to find a parking space and get to class each day
KPI 7-1 Number of new students receiving formal orientation
KPI 7-2 Number of parents and family members of new students receiving orientation
KPI 7-3 Number of students attending follow-up orientation workshops
KPI 7-4 Percentage of students satisfied with the orientation program
KPI 7-5 Number of instructors trained as academic advisors in their discipline
KPI 7-6 Number of students advised by major-area faculty

III. STUDENT SUCCESS

III.1. Course Taking

Retention is recorded by comparing the number of students in a class at first census with the number at the end of the semester. Success is defined by a grade of A, B, C, or Credit.

Figure III.1.01. Fall Credit Enrollment, Retention, and Success

KPI 1-3 Success rate of students in all classes

DIVISION	ENROLLMENTS		RETENTION		SUCCESS	
	1996	1997	1996	1997	1996	1997
Allied Health	665	669	93.7%	92.5%	83.3%	80.9%
Biology	1,050	1,118	83.8%	85.7%	61.9%	65.4%
Business	4,934	4,764	89.2%	89.0%	71.3%	72.6%
ESL (Credit)	3,209	3,454	94.7%	92.7%	76.0%	73.4%
Health and Physical Education	3,234	2,969	89.4%	89.5%	76.7%	76.2%
Language Arts	5,168	5,320	86.2%	86.8%	70.5%	70.8%
Mathematics	3,557	3,470	85.0%	84.5%	57.9%	60.2%
Physical Science	1,368	1,374	87.1%	86.0%	69.5%	68.8%
Social Science	7,066	7,068	87.4%	87.8%	63.6%	63.3%
Student Development	1,106	988	95.1%	95.6%	78.7%	80.6%
Technology & Aviation	2,123	2,124	90.9%	92.6%	74.5%	75.9%
Visual & Performing Arts	3,692	3,600	88.6%	89.3%	73.5%	73.3%
COLLEGEWIDE	37,172	36,982	88.6%	88.7%	69.8%	70.1%

Source: GCC MIS Data Files

The following table shows student attendance hours in non-credit classes. The department is shown in the first column and the number of students attending more than zero hours is shown in the second column. The following columns show the percentages of students in each category shown in the top row of the table.

Figure III.1.02. Fall 1997 Non-Credit Attendance Hours

DEPARTMENT	HOURS >0	0.01 – 9.99	10.00 – 39.99	40.00 – 49.99	50.00 – 74.99	75.00 – 99.99	100+
Business Education	3,483	23.8%	59.7%	2.9%	4.9%	3.0%	5.7%
ESL	3,438	11.5%	19.5%	3.6%	9.9%	10.6%	44.9%
High School/GED	1,015	26.4%	39.7%	6.5%	8.9%	6.2%	12.3%
Home Arts	22	27.3%	27.3%	18.2%	27.3%	0.0%	0.0%
Lifelong Learning	1,234	20.7%	78.4%	0.8%	0.2%	0.0%	0.0%
Parent Education	662	29.9%	39.4%	13.3%	17.4%	0.0%	0.0%

Source: GCC MIS Data Files

III.2. Student Outcomes/Equity

The following pages show outcome information for students of different ethnic, sex, age, and disability groups. These categories are derived from the college's Student Equity Plan, adopted by the Board of Trustees in October, 1994.

A new addition to the *Campus Profile* in 1997 was the Potential Issue for Equity (PIE) indicator. PIEs are reported for persistence, GPA, and completion. The PIE indicators are derived from EEOC standards stating that each group's performance should be within 80% of the performance of the comparison group (in this case, all credit students). If a specific group's performance is below 80% of the performance of all credit students, there is a potential issue for equity.

KPI O-1 Success, persistence, and educational goal completion rates

Student Equity Definitions

Units Attempted	The number of units, as of census date, in which a student enrolled for Fall 1997. The *median* is the number for which half the students attempted more units and half attempted fewer units. The *mean* is the average number of units attempted.
Units Completed	The number of units a student completed (did not drop or withdraw from) in Fall 1997.
Spring Persistence	The percentage of students enrolled in Fall 1997 who also enrolled in Spring 1998.
PERSIST PIE	Potential Issue for Equity for Spring persistence (see explanation of PIE symbols below).
Completer	A student who completed more than zero units in Fall 1997.
Completers' GPA	The Grade Point Average of completers.
GPA PIE	Potential Issue for Equity indicator for completers' GPA (see explanation of PIE symbols below).
% 4.0	The percentage of completers whose GPA was 4.0 in Fall 1997.
Completers' Persistence	The percentage of completers in Fall 1997 who also enrolled in Spring 1998.
COMP. PIE	Potential Issue for Equity indicator for completers' persistence (see explanation of PIE symbols below).

PIE Symbols

+	This group's PIE ratio is greater than the collegewide ratio.
✓	This group's PIE ratio is within 80% of the collegewide ratio.
-	This group's PIE ratio is below 80% of the collegewide ratio.

Figure III.2.01. Fall 1997 Collegewide Success Comparison

	ALL STUDENTS						
	Units Attempted		Units Completed		Spring	PERSIST	Sample
	Median	Mean	Median	Mode	Persistence	PIE	Size
Collegewide	7.0	7.9	5.0	5.9	70%		13,993
American Indian	7.0	7.5	4.0	4.8	65%	✓	85
Asian	10.0	9.2	7.0	7.2	70%	✓	1,630
Black	8.0	8.3	4.0	5.2	64%	✓	356
Caucasian Citizen	6.0	6.9	4.0	5.3	67%	✓	3,851
Caucasian Resident	9.0	8.3	6.0	6.6	78%	+	3,531
Latino Citizen	7.0	7.6	4.0	5.1	67%	✓	2,263
Latino Resident	7.0	7.8	5.0	5.5	71%	+	899
Latino Other	8.0	8.4	5.3	6.2	77%	+	292
Filipino	8.0	8.5	5.0	6.2	68%	✓	834
Others	6.0	7.0	3.0	5.0	62%	✓	155
Male	8.0	8.3	5.0	6.0	69%	✓	5,572
Female	7.0	7.6	5.0	5.8	72%	+	8,421
With Disability	7.0	7.1	5.0	5.5	84%	+	121
F-1 (Student) Visa	13.0	12.7	12.0	10.8	79%	+	475
Male Under 25	11.0	9.9	6.0	6.9	74%	+	3,221
Male Over 24	5.0	6.1	3.0	4.7	62%	✓	2,351
Female Under 25	10.0	9.4	6.0	7.0	76%	+	3,823
Female Over 24	5.5	6.1	4.0	4.9	68%	✓	4,598

	COMPLETERS						
	Semester GPA		GPA	%	Spring	COMP.	Sample
	Median	Mean	PIE	4.0	Persistence	PIE	Size
Collegewide	2.75	2.56		16%	80%		11,038
American Indian	2.30	2.51	✓	19%	76%	✓	58
Asian	2.78	2.62	+	14%	80%	+	1,296
Black	2.30	2.33	✓	15%	78%	✓	267
Caucasian Citizen	3.00	2.82	+	28%	76%	+	3,045
Caucasian Resident	2.66	2.51	✓	11%	87%	+	2,895
Latino Citizen	2.50	2.38	✓	12%	79%	✓	1,692
Latino Resident	2.33	2.31	✓	10%	82%	✓	692
Latino Other	2.37	2.31	✓	10%	84%	+	244
Filipino	2.50	2.39	✓	10%	77%	+	661
Others	2.81	2.49	✓	21%	73%	✓	115
Male	2.58	2.48	✓	15%	79%	✓	4,336
Female	2.88	2.61	+	17%	81%	+	6,702
With Disability	2.87	2.42	✓	21%	92%	+	109
F-1 (Student) Visa	2.75	2.63	+	6%	85%	+	425
Male Under 25	2.33	2.27	✓	7%	83%	✓	2,526
Male Over 24	3.00	2.77	+	26%	72%	✓	1,810
Female Under 25	2.49	2.37	✓	8%	85%	+	3,118
Female Over 24	3.00	2.83	+	25%	79%	✓	3,584

Source: GCC Student Master Record Database

Figure III.2.02. Fall 1997 First-Time Student Success Comparison

	FIRST-TIME STUDENTS						
	Units Attempted		Units Completed		Spring	PERSIST	Sample
	Median	Mode	Median	Mode	Persistence	PIE	Size
Collegewide	9.0	8.5	5.0	6.0	69%		2,612
American Indian	3.0	5.1	3.0	2.7	38%	-	16
Asian	11.5	9.7	7.0	7.6	71%	+	339
Black	12.0	10.3	5.0	5.8	65%	✓	63
Caucasian Citizen	8.0	8.2	4.0	5.8	65%	✓	604
Caucasian Resident	9.0	8.4	6.0	6.4	77%	+	717
Latino Citizen	8.0	8.1	3.0	4.7	63%	✓	446
Latino Resident	9.0	8.3	4.5	5.3	68%	✓	174
Latino Other	8.3	8.7	6.0	6.1	71%	+	62
Filipino	9.0	9.1	5.0	6.0	70%	+	154
Others	7.0	8.4	5.0	5.2	65%	✓	17
Male	9.0	8.9	5.0	5.8	65%	✓	1,141
Female	8.0	8.2	5.5	6.1	73%	+	1,471
With Disability	8.0	7.9	4.0	4.5	77%	+	31
F-1 (Student) Visa	13.0	12.8	12.0	10.8	83%	+	120
Male Under 25	11.0	10.0	6.0	6.4	69%	✓	851
Male Over 24	5.0	5.6	3.0	4.0	52%	-	290
Female Under 25	11.0	9.4	6.0	6.7	78%	+	917
Female Over 24	6.0	6.3	4.0	5.0	64%	✓	554

	FIRST-TIME STUDENT COMPLETERS						
	Semester GPA		GPA	%	Spring	COMP.	Sample
	Median	Mode	PIE	4.0	Persistence	PIE	Size
Collegewide	2.37	2.21		10%	81%		2,019
American Indian	2.17	2.00	✓	10%	60%	✓	10
Asian	2.70	2.47	+	10%	81%	+	276
Black	2.00	2.09	✓	9%	82%	✓	45
Caucasian Citizen	2.61	2.40	+	17%	75%	✓	466
Caucasian Resident	2.34	2.18	✓	8%	89%	+	582
Latino Citizen	2.00	1.94	✓	6%	77%	✓	314
Latino Resident	2.00	2.02	✓	8%	83%	✓	132
Latino Other	2.26	2.08	✓	12%	79%	+	52
Filipino	2.00	2.04	✓	6%	81%	✓	113
Others	2.62	2.45	+	15%	77%	✓	13
Male	2.33	2.22	+	10%	77%	✓	837
Female	2.46	2.20	✓	10%	84%	+	1,182
With Disability	2.00	1.94	✓	4%	92%	+	25
F-1 (Student) Visa	2.83	2.64	+	7%	88%	+	109
Male Under 25	2.24	2.12	✓	7%	81%	✓	634
Male Over 24	2.80	2.54	+	21%	67%	✓	203
Female Under 25	2.00	2.03	✓	6%	86%	+	755
Female Over 24	3.00	2.50	+	18%	80%	✓	427

Source: GCC Student Master Record Database

III.3. Educational Goals

Student educational goals are initially collected on the college application, and are thereafter updated at registration.

Figure III.3.01. Credit Enrollment by Educational Goal

GOAL	FALL 1995		FALL 1996		FALL 1997	
Transfer Without AA	2,004	14.7%	2,282	16.3%	1,956	14.0%
Transfer With AA	5,107	37.6%	5,105	36.4%	5,093	36.4%
Vocational AA	293	2.2%	335	2.4%	354	2.5%
General Ed. AA	1,270	9.3%	1,462	10.4%	1,433	10.2%
Certificate	589	4.3%	752	5.4%	642	4.6%
Maintain Job	630	4.6%	631	4.5%	721	5.2%
Get New Job	964	7.1%	912	6.5%	994	7.1%
Personal Interest	2,404	17.7%	2,066	14.7%	2,139	15.3%
English/Math Skills	227	1.7%	294	2.1%	258	1.8%
Missing	83	0.6%	190	1.3%	403	2.9%
TOTAL	13,597	100.0%	14,029	100.0%	13,993	100.0%

Source: GCC Student Master Record Database

KPI 6-4 Number of new students who, within their first year at the college, complete an SEP based on current information regarding job availability and educational requirements

The following table shows the percentage of students who reported, on the annual Spring Student Survey, that they had completed an SEP. New students are those entering the college the previous Fall semester. Data for Spring 1997 is not provided because the question was not asked on that survey.

Figure III.3.02. Students Completing Student Educational Plan (SEP)

	SPRING 1995	SPRING 1996	SPRING 1998
New Students With SEP	44.0%	45.7%	51.1%
All Students With SEP	50.3%	54.0%	53.5%

Source: Spring Student Surveys

III.3A. Characteristics of Transfer Goal Students

In Fall 1997, 7,049 students (50.4% of all credit students) reported that their educational goal was to transfer to a four-year college or university.

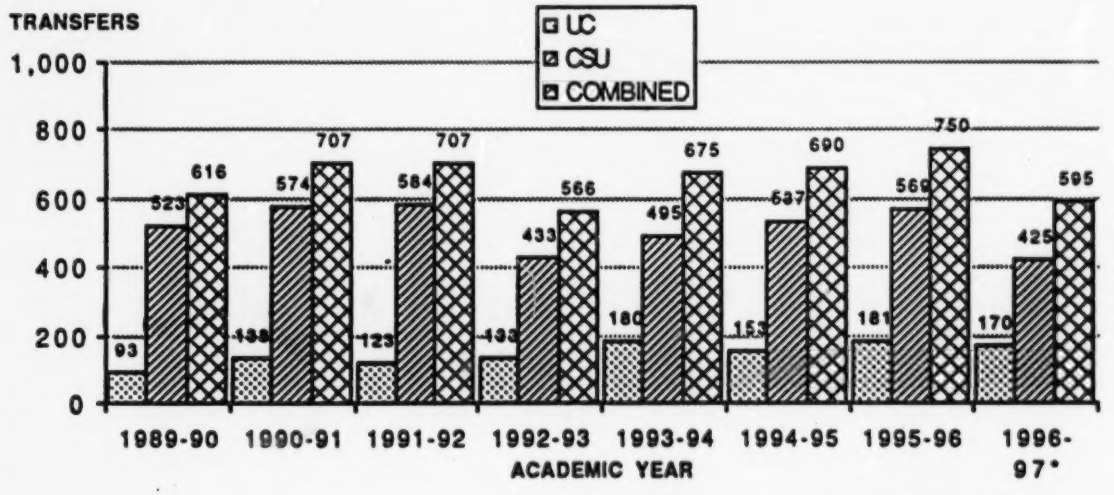
Figure III.3A.01. Transfer Goal Students by Ethnicity

ETHNICITY	FALL 1995	FALL 1996	FALL 1997
Caucasian	50.0%	48.7%	49.5%
Hispanic	23.7%	25.7%	25.8%
Asian	15.3%	14.1%	12.7%
Filipino	6.9%	7.2%	7.0%
African-American	2.7%	2.9%	3.1%
American Indian	0.5%	0.7%	0.5%
Other	0.8%	0.7%	1.4%

Source: Student Master Record Database

KPI O-2 Number, performance, and satisfaction of transfer students

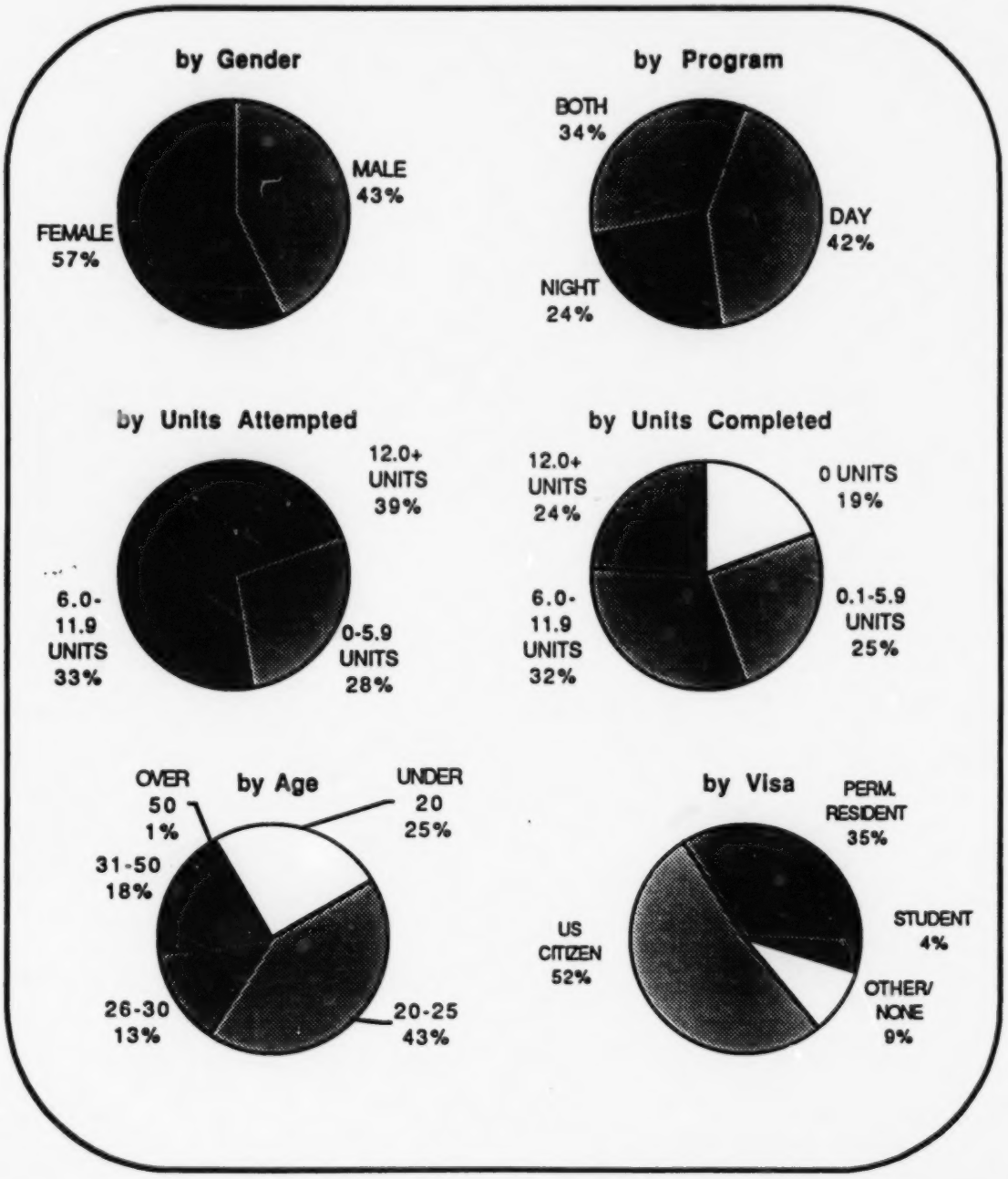
Figure III.3A.02. Transfers to UC and CSU



Source: California Postsecondary Education Commission Student Profiles

*In the graph above, data for 1996-97 represent Fall semester transfers only, because full-year data from CPEC were not available in time for publication.

Figure III.3A.03. Characteristics of Transfer Goal Students in Fall 1997

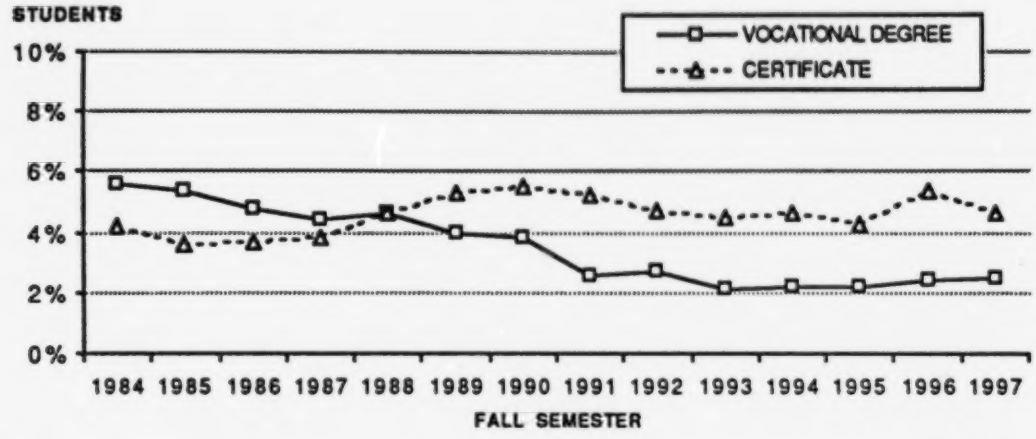


Source: Student Master Record Database

III.3B. Characteristics of Vocational Preparation Students

In Fall 1997, 996 students (7.1% of all credit students) said their educational goal was to obtain a vocational degree or certificate.

Figure III.3B.01. Percent of Students With Vocational Preparation Goals, 1985-1997



Source: Student Master Record Database

KPI O-4 Placement rates of students in the workforce and entry level salaries

The following table shows wage data provided by the Chancellor's Office for Glendale College and for community college students statewide. The group for whom salary data is presented consists of students who left the college in 1995-96. Income figures shown are median incomes for the last year of college and for the first year out of college. Data are presented for TOP areas with more than 20 "leavers" from GCC.

Figure III.3B.02. Wages for College Leavers, 1995-96 Cohort (Vocational Programs)

AREA (TOP CODE)	GCC NUMBER	GCC LAST YEAR	GCC FIRST YEAR OUT	STATE LAST YEAR	STATE FIRST YEAR OUT
Accounting	97	$19,312	$19,117	$18,012	$20,831
Aviation	29	$15,034	$20,338	$19,147	$24,492
Business	35	$20,218	$22,402	$16,777	$19,531
Child Development	25	$12,783	$20,473	$11,672	$13,767
Nursing	63	$12,874	$20,749	$15,435	$27,347
Secretarial	43	$24,638	$16,724	$13,587	$16,122
Social Work	33	$18,446	$22,395	$15,829	$18,848
All Students	4,431	$19,633	$22,498	$18,829	$22,024

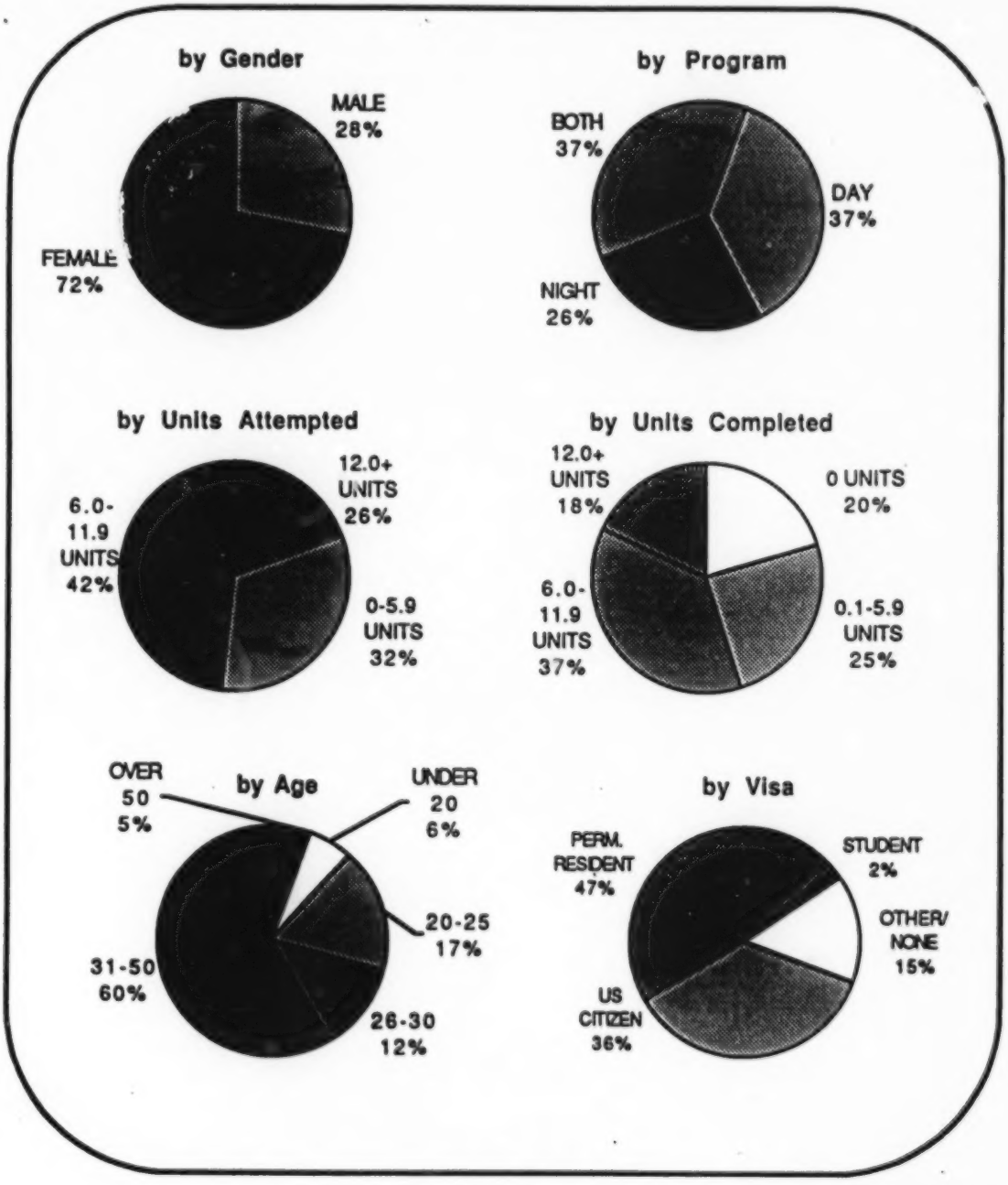
Source: Chancellor's Office UI Wage Data Project

Figure III.3B.03. Vocational Preparation Students by Ethnicity

ETHNICITY	FALL 1995	FALL 1996	FALL 1997
Caucasian	65.8%	65.9%	67.6%
Hispanic	21.6%	20.3%	19.2%
Asian	5.7%	6.7%	6.2%
Filipino	4.3%	3.6%	3.3%
African-American	2.0%	2.8%	2.1%
American Indian	0.0%	0.3%	0.5%
Other	0.6%	0.5%	1.1%

Source: GCC Student Master Record Database

Figure III.3B.04. Characteristics of Vocational Preparation Students in Fall 1997



Source: Student Master Record Database

III.3C. Characteristics of Personal Interest Students

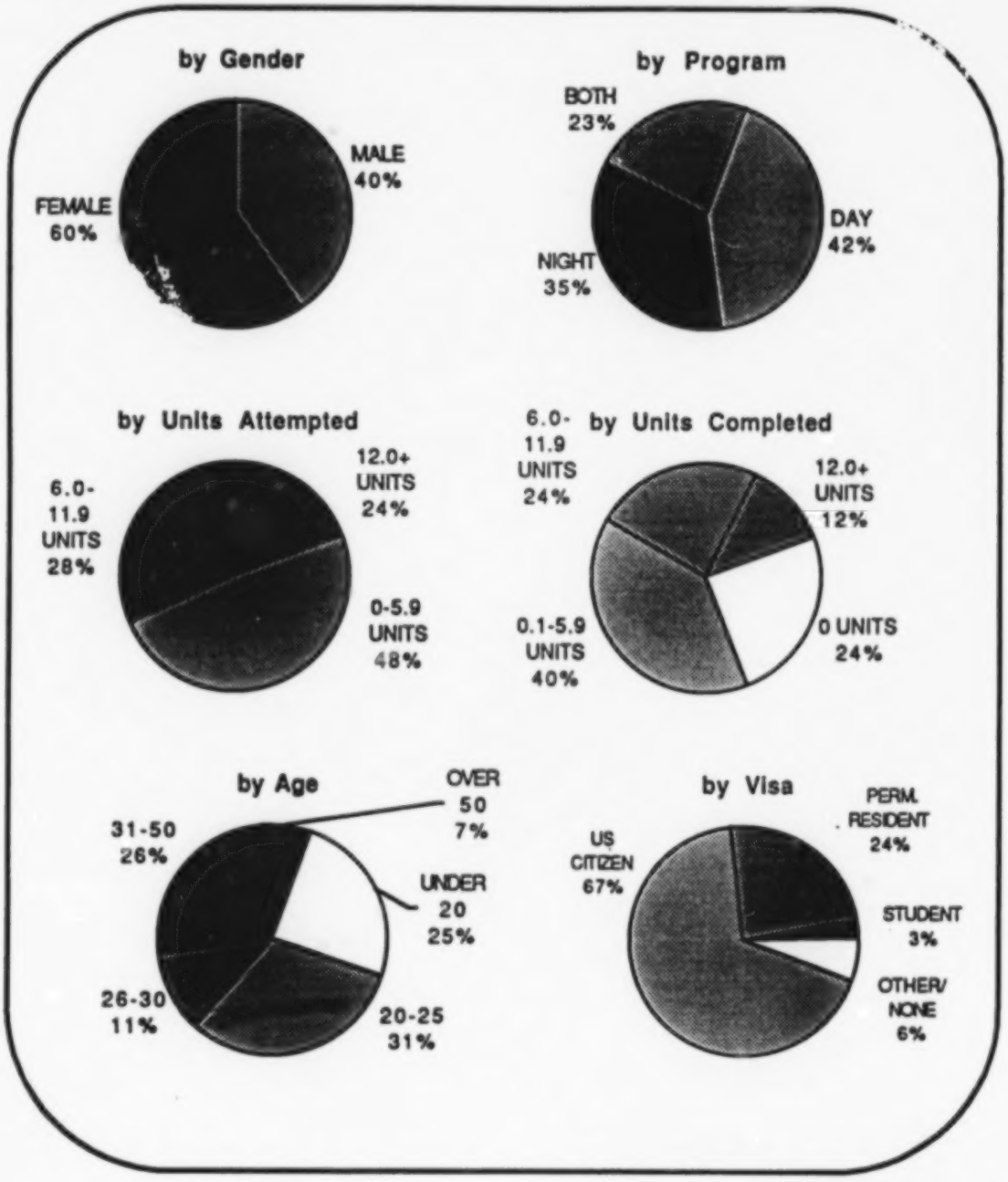
In Fall 1997, 2,139 students (15.3% of all credit students) stated that their educational goal was personal interest or educational development.

Figure III.3C.01. Personal Interest Students by Ethnicity

ETHNICITY	FALL 1995	FALL 1996	FALL 1997
Caucasian	49.4%	49.8%	52.0%
Hispanic	26.9%	26.4%	26.0%
Asian	15.0%	14.9%	12.9%
Filipino	5.4%	5.6%	5.0%
African-American	2.1%	2.0%	1.6%
American Indian	0.6%	0.6%	0.7%
Other	0.7%	0.6%	1.8%

Source: Student Master Record Database

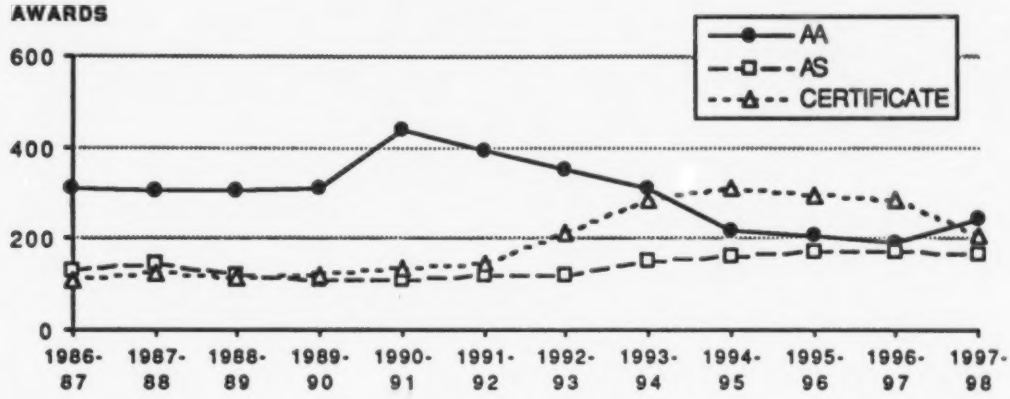
Figure III.3C.02. Characteristics of Personal Interest Students in Fall 1997



Source: Student Master Record Database

III.4. Degree and Certificate Completion

Figure III.4.01. Number of Degrees and Certificates Awarded, 1986 to 1998



Source: GCC Graduation Database

Figure III.4.02. Degrees and Certificates Awarded by Gender, 1997-98

	AA DEGREES			AS DEGREES			CERTIFICATES		
GENDER	1995-96	1996-97	1997-98	1995-96	1996-97	1997-98	1995-96	1996-97	1997-98
Male	32.9%	33.9%	29.2%	25.1%	23.5%	28.0%	28.7%	26.7%	29.3%
Female	67.1%	66.1%	70.8%	74.9%	76.5%	72.0%	71.3%	73.3%	70.7%
TOTAL AWARDS	234	189	244	179	170	164	261	285	205

Source: GCC Graduation Database

Figure III.4.03. Degrees and Certificates Awarded by Ethnicity, 1997-98

	AA DEGREES			AS DEGREES			CERTIFICATES		
ETHNICITY	1995-96	1996-97	1997-98	1995-96	1996-97	1997-98	1995-96	1996-97	1997-98
Caucasian	44.0%	49.2%	48.8%	58.1%	51.2%	53.7%	60.5%	55.1%	51.2%
Hispanic/Latino	18.8%	17.5%	17.6%	12.8%	11.2%	14.6%	12.6%	15.4%	18.0%
Asian	23.1%	18.5%	16.8%	16.7%	20.0%	20.1%	16.5%	15.8%	17.6%
Filipino	2.6%	3.7%	7.4%	7.3%	12.4%	7.3%	4.2%	5.3%	7.3%
African-American	0.9%	1.1%	0.0%	0.6%	1.8%	0.6%	3.1%	3.2%	1.9%
American Indian	5.6%	5.8%	4.9%	1.1%	1.8%	1.8%	2.3%	3.2%	1.9%
Other	3.8%	1.6%	0.8%	0.6%	0.0%	0.6%	0.4%	0.4%	1.0%
Unknown	1.3%	2.6%	3.3%	2.8%	1.8%	1.2%	0.4%	1.8%	1.0%
TOTAL AWARDS	234	189	244	179	170	164	261	285	205

Source: GCC Graduation Database

Figure III.4.04. Associate in Arts Degrees Awarded

	MAJOR	1995-96	1996-97	1997-98	3-Year Total
085	*Applied Arts*	27	10	3	40
011	Biological Science	6	4	4	14
149	Business Administration	6	14	27	47
118	Choreographic Studies & Dance Techniques	0	0	0	0
033	English	2	4	6	12
159	Foreign Language: Spanish	2	2	5	9
160	Foreign Language: French	0	0	1	1
185	Foreign Language: Two Languages	0	1	2	3
183	General Education Transfer Studies	2	58	132	192
042	*Humanities*	43	26	7	76
162	Interdisc. Hum.: East-West Cult. and Civ.	0	0	0	0
163	Interdisc. Hum.: Creativity	0	0	0	0
164	Interdisc. Hum.: American Res. To Other Cult.	1	0	0	1
049	Liberal Arts	42	24	17	83
051	Mathematics	2	2	2	6
165	Media/Communications: Mass Comm.	1	1	0	2
166	Media/Communications: Television	0	0	1	1
122	Music	2	0	1	3
065	Physical Education	1	0	0	1
186	Physical Sciences	0	1	0	1
072	*Science*	14	2	6	22
074	Social Science	52	33	17	102
167	Speech/Communication	1	0	2	3
117	Theatre Arts	0	1	1	2
	Theatre Arts: Acting	0	0	0	0
170	Visual Arts: Art History	0	0	0	0
168	Visual Arts: Two-Dimensional	2	2	5	9
002	Visual Arts: Advertising Art	1	2	3	6
169	Visual Arts: Three-Dimensional	2	2	2	6
064	Visual Arts: Photography	0	0	0	0
	TOTAL	209	189	244	642

Source: GCC Graduation Database

Notes for Degree and Certificate Tables

1. *Italicized* majors are no longer offered and do not appear in the 1997-98 Catalog.
2. Table cells containing a zero (0) indicate that no degrees or certificates were awarded in that year, but the degree or certificate was offered.
3. Blank cells indicate that no degrees or certificates were awarded, and the degree or certificate was not offered.

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Figure III.4.05. Certificates and Associate in Science Degrees Awarded

	MAJOR	1995-96 AS	1995-96 CERT	1996-97 AS	1996-97 CERT	1997-98 AS	1997-98 CERT	3-YEAR TOTAL
001	Accounting	38	31	52	27	35	21	204
088	Administration of Justice	4	5	5	4	5	6	29
002	Advertising Art	3	0	1	6	5	2	17
181	Apprentice Electronics Tech.					1	1	2
024	Architectural Drafting & Design	3	1	3	1	1	1	10
009	Art	0	4	1	5	0	1	11
131	Art History	0	0	0	0	0	0	0
093	Aviation & Transp.: Powerplant/Airframe	1	13	4	2	1	2	23
182	Aviation & Transp.: Powerplant					1	2	3
003	Aviation & Transp.: Aviation Admin.	1	3	2	1	3	0	10
006	Aviation & Transp.: Flight Attendant		0		1		3	4
094	Aviation & Transp.: Pilot Training	1	2	0	0	2	2	7
190	*Banking*		1					1
089	Bookkeeping	6	19	3	4	2	9	43
134	Business Admin.: Financial Planning	1	0	1	1	1	0	4
132	Business Admin.: General Business	2	3	3	3	2	2	15
135	Business Admin.: Int'l Business	8	4	1	2	5	0	20
133	Business Admin.: Small Business	2	3	2	4	0	1	12
095	*Business: Banking Operations*						0	0
014	*Business: General*						1	1
103	*Business: General Office*	2					0	2
073	*Business: Secretary, Executive*					1		1
106	*Business: Secretary, Legal*		1		1	2		4
136	Ceramics	0	1	0	0	2	0	3
125	Child Dev./Teaching: Infant-Toddler	0	6	3	6	2	0	17
126	Child Dev./Teaching: School Age	0	2	0	5	1	3	11
181	Child Dev.: Admin./Supervision		3	0	2	0	2	7
063	Child Dev./Teaching: Nursery School	6	15	5	9	6	0	41
118	Choreographic Studies & Dance Tech.	0	1	0	0	1	8	10
016	Clerical Trainee	0	0	0	1	0	2	3
	Computer Information Systems					0	0	0
171	*Comp. Info. Sys.: Large Systems*	0	2	1	3			6
173	*Comp. Info. Sys.: Microcomputer*	0	3	1	4	4	1	13
172	*Comp. Info. Sys.: Programming*	6	2	3	11	4		26
138	Computer Numerical Control Tech.	0	0	0	0	0	4	4
	Computer Operator*						0	0
185	Computer Programmer*					1		1
	Computer Repair Technician*		1		2		2	5
120	Computer Science	3	2	1	2	3	1	12
119	Computer Software Technician	0	4	0	3	2	2	11
	Computer Support Technician		0		0		0	0
017	Cosmetology	0	0	0	0	0	1	1
184	Culinary Arts			0	3	0	0	3
140	*Data Processing: Programming*	1		1				2
	Desktop Publishing	0	0	0	0	0	0	0
	Desktop Publishing Technician	0	0	0	0	0	0	0
124	Dietary Service Supervisor	0	21	1	22	0	7	51
111	Drafting/Electro-Mechanical Design	2	3	3	4	2	3	17
	Electro/Mechanical Fabrication Tech.						0	0
151	ECT: Automation Systems Tech.	0	3	0	0	0	0	3
150	ECT: Computer Systems Technician	0	4	0	2	1	4	11
127	ECT: Electronics Engineering Tech.	0	3	1	4	2	3	13
121	*Electronics & Computer Technology*	1		1				2

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	MAJOR	1995-96 AS	1995-96 CERT	1996-97 AS	1996-97 CERT	1997-98 AS	1997-98 CERT	3-YEAR TOTAL
097	Escrow	0	1	0	0	0	0	1
034	Fashion Design Merchandising*	1	0	2	0	0	1	4
035	Fire Technology	0	1	0	2	1	1	5
112	*Food Service Management*	2	25	2	12		2	43
	Hotel/Restaurant Management							0
186	International Business Specialist					1		1
	Machine & Manuf. Tech.: CAM					0	0	0
174	Machine & Manuf. Tech.: Machinist	0	0	0	2	0	2	4
176	Machine & Manuf. Tech.: Man. Tech.		0		1	0	0	1
088	*Machine Technology (Machinist)*		1					1
099	Management	8	2	2	3	3	2	20
178	Manufacturing Engineering	0	0	0	0	1	0	1
144	Marketing	1	3	1	1	1	0	7
178	Marketing Specialist	0	0	0	2	0	1	3
045	Mass Communications/Journalism	0	0	0	0	0	0	0
145	Med. Admin. Serv.: Med. Front Office	2	3	2	7	4	4	22
152	Med. Admin. Serv.: Med. Secretary	0	0	0	0	1	0	1
102	Med. Admin. Serv.: Med. Transcription	1	1	0	2	1	2	7
122	Music	2	2	0	3	0	1	8
057	Nursing: Registered Nursing	29	0	37	2	26	8	102
058	Nursing: Vocational Nursing	16	25	9	39	7	42	138
146	Office Admin.: Admin. Assistant*	1	2	0	2	0	0	5
153	Office Admin.: Executive Secretary*	0	0	2	0	1	2	5
147	Office Admin.: General Office*	9	14	7	19	12	19	80
154	*Office Admin.: General Secretary*					1	2	3
156	Office Admin.: Legal Secretary*	4	6	1	4	0	1	16
154	Office Admin.: Secretary*	0	2	1	1	0	0	4
064	Photography	1	1	1	2	1	1	7
084	Real Estate	1	4	0	5	3	5	18
071	Recreational Leadership	0	0	0	0	0	1	1
	Small Business Specialist	0	0	0	0	0	0	0
123	Specialist in Alcohol/Drug Studies	1	26	2	20	2	8	59
078	*Technical Graphics*	1						1
117	Theatre Arts	0	0	0	0	0	0	0
157	TV Prod.: Corporate Television	0	0	0	1	0	0	1
155	TV Prod.: Mass Media	0	0	1	2	0	1	4
182	TV Prod.: Videography	0	1	1	4	0	0	6
087	Welding, Occupational (Comb. Welder)	1	8	0	4	0	0	13
	TOTAL	172	294	170	285	164	205	1,290

Source: GCC Graduation Database

*NOTES

Office Administration degrees changed to Business Office Technology beginning in 1997-98.
Computer Operator was Computer Operations Technician prior to 1997-98.
Computer Programmer was Computer Programming Technician prior to 1997-98.
Fashion Design Merchandising was Fashion Design prior to 1997-98.
Computer Repair Technician was Microcomputer Repair Technician prior to 1997-98.
Computer Support Technician was Microcomputer Software Operator prior to 1997-98.

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III.5. Time to Goal Completion

KPI 5-2 Average length of time taken by full-time students to fulfill transfer, certificate, or degree requirements (measured by level of preparation and by goal)

The following table is based on information submitted to the Federal government by the college in preparation for reporting goal completion rates required by the Student Right-to-Know Act. Full-time, first-time, degree- or certificate-seeking students were tracked for 3 years after initially entering the college during 1994-95. "Completers" are students who completed a degree or certificate at the college. "Non-Completers" include all students who have not completed a degree or certificate, including students transferring to other institutions. Transfer data is incomplete as it only identifies transfers to other California community colleges; the Chancellor's Office is working with the UC and CSU systems to provide a more informative method of tracking transfers.

Figure III.5.01. Students Completing Goals Within 150% of Normal Time,1994-95 Full-Time, First-Time, Degree-Seeking Students

STUDENT GROUP	NUMBER	% OF COHORT	% STATEWIDE
Full-Time, First-Time, Degree-Seeking Students (Cohort)	371	100.0%	
COMPLETERS			
Completed Program in 3 Years or Less	185	49.9%	37.1%
Completed Program in Over 3 Years	0	0.0%	0.0%
TOTAL COMPLETERS	185	49.9%	37.1%
NON-COMPLETERS			
Non-Completers Still Enrolled	77	20.8%	18.0%
Transfer-Out Non-Completers	55	14.8%	16.7%

Source: Chancellor's Office Data, IPEDS-GRS 1997

III.6. Additional Success-Related KPIs

Data addressing the following KPIs are not currently available.

KPI O-3	Satisfaction of universities with transfer students
KPI O-5	Satisfaction of alumni and employers
KPI 1-4	Student satisfaction with learning methods
KPI 2-1	Number of multidisciplinary programs offered
KPI 2-2	Number of students participating in multidisciplinary programs
KPI 2-3	Number of multidisciplinary theme events per semester
KPI 2-4	Number of students participating in multidisciplinary theme events
KPI 4-1	Percentage of class sections requiring graded writing assignments
KPI 4-2	Percentage of class sections requiring oral presentations
KPI 4-3	Percentage of class sections requiring problem-solving skills
KPI 4-4	Percentage of class sections requiring independent research
KPI 5-1	Percent of students indicating achievement of stated goals in exit interviews

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IV. STAFF COMPOSITION

IV.1. Present Workforce

The tables below show the gender and ethnicity of the current college workforce. Each table represents employees in the categories of management, faculty, professional non-faculty, clerical, technical/para-professional, skilled craft, and service/maintenance.

Figure IV.1.01. Staff Composition by Gender, 1997-98

CATEGORY	MALE		FEMALE		TOTAL	
Management						
Academic	6	27.3%	16	72.7%	22	100.0%
Classified	15	60.0%	10	40.0%	25	100.0%
Faculty						
Regular	111	53.6%	96	46.4%	207	100.0%
Temporary	192	45.5%	230	54.5%	422	100.0%
Professional/Non-Faculty	0	0.0%	10	100.0%	10	100.0%
Clerical/Secretary	16	11.8%	120	88.2%	136	100.0%
Technical/Para-Professional	28	31.8%	60	68.2%	88	100.0%
Skilled Crafts	5	100.0%	0	0.0%	5	100.0%
Service/Maintenance	31	57.4%	23	42.6%	54	100.0%
TOTAL	404	41.7%	565	58.3%	969	100.0%

Source: Human Resources Office

Figure IV.1.02. Staff Composition by Ethnicity, 1997-98

CATEGORY	AMERICAN INDIAN	ASIAN	BLACK	WHITE	HISPANIC	FILIPINO	TOTAL
Management							
Academic	1	0	1	20	0	0	22
Classified	0	0	3	18	3	1	25
Faculty							
Regular	4	11	6	169	14	3	207
Temporary	1	40	13	334	31	3	422
Professional/Non-Faculty	0	1	0	9	0	0	10
Clerical/Secretary	1	5	0	114	12	4	136
Technical/Para-Professional	1	5	2	64	14	2	88
Skilled Crafts	0	0	1	2	1	1	5
Service/Maintenance	0	2	5	13	33	1	54
TOTAL	8	64	31	743	108	15	969

Source: Human Resources Office

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IV.2. Full-Time/Part-Time (AB 1725) Ratios

AB 1725 directed the community colleges to strive toward having 75% of their instruction by full-time faculty. Below are the college's ratios of full-time to part-time faculty for the past three Fall semesters.

Figure IV.2.01. Full-Time/Part-Time Ratios

	FALL 1995		FALL 1996		FALL 1997	
	FULL-TIME	PART-TIME	FULL-TIME	PART-TIME	FULL-TIME	PART-TIME
Allied Health	95.2%	4.8%	91.0%	9.0%	89.2%	10.8%
Biology	71.0%	29.0%	68.2%	31.8%	73.9%	26.0%
Business	47.4%	52.6%	52.0%	48.0%	52.4%	47.6%
ESL	38.6%	61.4%	28.6%	71.4%	33.5%	66.5%
Health & Physical Education	71.8%	28.2%	69.7%	28.6%	70.1%	29.9%
Language Arts	58.8%	41.2%	59.2%	40.8%	61.2%	38.8%
Mathematics	53.0%	47.0%	55.3%	44.7%	50.8%	49.2%
Physical Science	80.1%	19.9%	75.7%	24.3%	70.5%	29.5%
Social Science	61.4%	38.6%	62.0%	38.0%	59.6%	40.4%
Student Development	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%
Technology & Aviation	75.4%	24.6%	78.3%	21.7%	73.7%	26.3%
Visual & Performing Arts	50.3%	49.7%	57.2%	42.8%	55.4%	44.6%

Source: Human Resources Office

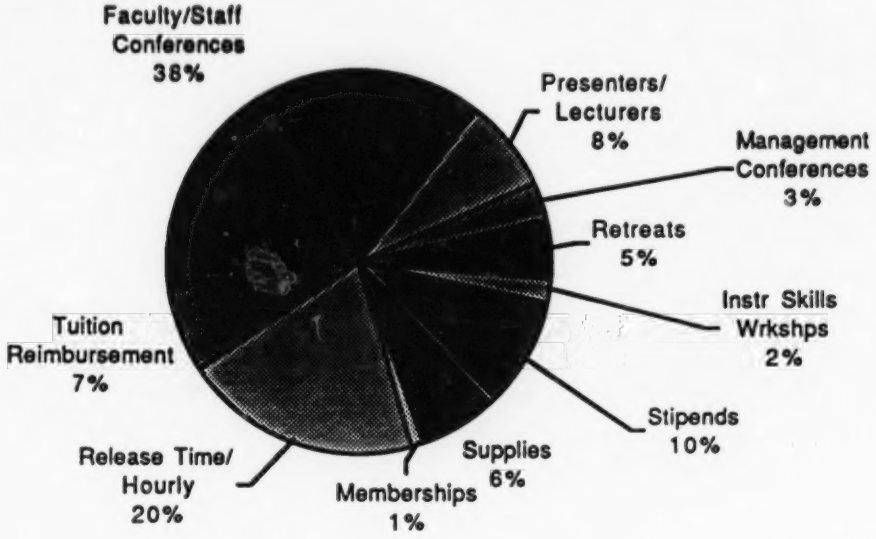
IV.3. Staff Development

The budget for the Staff Development program in 1997-98, including District and AB 1725 funds, was $150,718. The graphs below show the origin of funds and expenditures.

Figure IV.3.01. Staff Development Budget, 1997-98

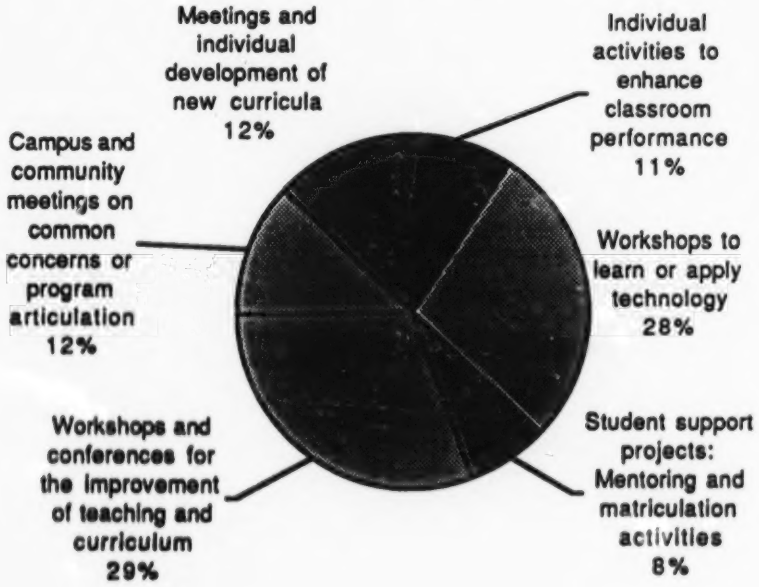
Source: Staff Development Office

Figure IV.3.02. Staff Development Budget Allocations, 1997-98



Source: Staff Development Office

Figure IV.3.03. Faculty Flex Activities, 1997-98


Meetings and individual development of new curricula 12%
Individual activities to enhance classroom performance 11%
Campus and community meetings on common concerns or program articulation 12%
Workshops to learn or apply technology 28%
Workshops and conferences for the improvement of teaching and curriculum 29%
Student support projects: Mentoring and matriculation activities 8%

Source: Staff Development Office

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IV.4. Additional Staff-Related KPIs

Data addressing the following KPIs is not currently available.

KPI 1-1	Number of faculty reporting that they vary learning methods
KPI 1-2	Number of faculty attending workshops to increase facility with varied learning methods
KPI 3-1	Percent of faculty and office staff who are technologically literate
KPI 6-3	Percent of professional staff able to access library and college services information via network
KPI 8-6	Number of person-hours spent in committee meetings
KPI 9-1	Percentage of professional and office staff trained to use campus computer network
KPI 9-2	Percentage of faculty and staff who have access to the information they need
KPI 11-1	Percentage of major administrative decisions in accord with master plan guidelines
KPI 11-2	Percentage of programs using master plan-based performance goals for review

V. FISCAL CONDITION

V.1. General Revenue

The Chancellor's Office reports annually on the fiscal operations of all colleges. This information is provided to compare Glendale expenditures to statewide expenditures. The most recent information is for the fiscal year 1996-97.

V.1A Revenue Sources

The tables below present the dollar amounts of General Fund revenues available from major sources for fiscal years 1988-89 to 1996-97 for Glendale and for all California community colleges. In 1993-94, for the first time (since the passage of Proposition 13), local revenues exceeded state revenues.

Figure V.1A.01. General Fund Revenues: Glendale

YEAR	STATE	LOCAL	FEDERAL	TOTAL
1988-89	$23,185,794	$6,650,949	$1,461,287	$31,298,030
1989-90	27,440,805	6,914,064	1,571,340	35,956,209
1990-91	26,902,798	7,827,232	1,741,019	36,471,049
1991-92	26,661,275	8,671,499	1,847,618	37,180,392
1992-93	22,462,608	14,086,900	1,530,518	38,080,026
1993-94	21,621,010	24,860,781	1,957,797	47,811,015
1994-95	14,148,430	21,089,306	1,685,822	36,923,558
1995-96	24,803,517	25,653,537	1,940,246	52,397,300
1996-97	21,425,613	19,667,353	1,767,141	42,860,107

Source: Fiscal Data Abstract, Chancellor's Office

Figure V.1A.02. General Fund Revenues: Statewide

YEAR	STATE	LOCAL	FEDERAL	TOTAL
1988-89	$1,569,935,040	$878,882,890	$103,160,254	$2,551,978,184
1989-90	1,789,838,369	980,406,510	119,769,873	2,890,014,752
1990-91	1,897,165,688	1,060,555,689	126,360,801	3,084,082,178
1991-92	1,806,632,998	1,147,405,201	119,991,832	3,074,030,031
1992-93	1,611,697,376	1,390,513,575	118,514,467	3,120,725,418
1993-94	1,276,725,920	1,731,159,026	136,314,957	3,144,199,903
1994-95	1,262,725,763	1,774,843,286	146,053,529	3,183,622,578
1995-96	1,450,057,730	1,790,824,692	143,745,668	3,384,628,090
1996-97	1,717,497,502	1,797,085,275	142,066,759	3,656,649,536

Source: Fiscal Data Abstract, Chancellor's Office

Figure V.1A.03. Specific GCC Revenue Sources, 1996-97

SOURCE	AMOUNT	% OF TOTAL	% STATEWIDE
FEDERAL			
Forest Reserve	$0	0.0%	0.0%
Higher Education Act	0	0.0%	0.8%
Job Training Partnership Act	769,399	1.8%	0.4%
Military Personnel Dev. Contracts	0	0.0%	0.4%
Student Financial Aid	228,632	0.5%	0.1%
Vocational Education Act	564,127	1.3%	1.2%
Other Federal Revenues	204,983	0.5%	1.0%
SUBTOTAL	$1,767,141	4.1%	3.9%
STATE			
State General Apportionment	$17,001,307	39.7%	35.3%
Apprenticeship Allowance	0	0.0%	0.3%
Other General Apportionments	21,599	0.5%	0.8%
Child Development	0	0.0%	0.0%
EOPS	461,217	1.1%	1.2%
Disabled Student Allowances	514,421	1.2%	1.1%
Other Categorical Apportionments	2,257,449	5.3%	2.5%
Deferred Maint./Special Repairs	0	0.0%	0.1%
Instructional Improvement Grants	0	0.0%	0.3%
Other Categ. Prog. Allowances	0	0.0%	1.5%
Homeowners Property Tax Relief	73,926	0.2%	0.5%
Other Tax Relief Subventions	0	0.0%	0.0%
State Lottery Proceeds	1,067,966	2.5%	2.6%
State Mandated Costs	27,728	0.6%	0.2%
Timber Yield Tax	0	0.0%	0.1%
Other State Revenues	0	0.0%	0.5%
SUBTOTAL	$21,425,613	50.0%	47.0%
LOCAL			
Prop. Taxes (Sec/Sup/Unsec/ERAF)	$13,671,071	31.9%	36.0%
Contr./Gifts/Grants/Endowments	54,680	0.1%	0.2%
Contract Services	466,812	1.1%	0.6%
Sales	142,048	0.3%	0.2%
Rentals and Leases	22,911	0.0%	0.2%
Interest/Investment Income	471,718	1.1%	1.0%
STUDENT FEES/CHARGES			
Community Service Classes	646,066	1.5%	0.7%
Dormitory	0	0.0%	0.0%
Enrollment	1,654,291	3.9%	4.5%
Field Trips/Nondist. Fac.	0	0.0%	0.0%
Health Services	175,114	0.4%	0.4%
Instruc. Mat. Fees & Sales	0	0.0%	0.1%
Insurance	0	0.0%	0.0%
Student Records	100,564	0.2%	0.1%
Nonresident Tuition	1,743,293	4.1%	2.1%
Parking Services	171,813	0.4%	1.0%
Sales of Reqlnstr Materials	0	0.0%	0.0%
Other Student Fees	326,449	0.8%	0.4%
Other Local Revenues	20,522	0.0%	1.8%
SUBTOTAL	$19,667,353	45.9%	49.1%
TOTAL REVENUES	$42,860,107	100.0%	100.0%

Source: Fiscal Data Abstract, Chancellor's Office

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KPI 10-8-1 Revenues generated by non-resident tuition

Figure V.1A.04. Non-Resident Tuition Revenues, 1994 to 1997

	1994-95	1995-96	1996-97
Non-Resident Tuition	$1,805,406	$1,691,995	$1,743,293

Source: Fiscal Data Abstract, Chancellor's Office

KPI 10-4-1 Revenues generated by the PDC

KPI 10-4-2 Profit generated by the PDC

Figure V.1A.05. Professional Development Center Budget, 1994 to 1997

	1995-96	1996-97	1997-98
Beginning Balance	$604,027	$1,209,389	$2,523,191
New Income	$2,972,912	$3,571,416	$4,785,416
Total Program Allocation	$3,576,939	$4,780,805	$7,308,607
Contingency Reserve	$615,027	$1,331,320	$2,652,077

Source: GCC Final Budgets

KPI 10-1-1 Funds raised for the endowment fund

KPI 10-1-2 Funds raised for the scholarship fund

KPI 10-1-3 Funds raised for the general fund

Figure V.1A.06. Glendale College Foundation Funds, 1995 to 1997

	1995	1996	1997
Undesignated General Funds	$130,962	$335,068	$548,727
Endowments/Scholarships	$304,597	$392,621	$337,832
TOTAL	$435,559	$727,689	$886,559

Source: Glendale College Foundation

V.2. Expenditures

V.2A. General Fund Activity

Figure V.2A.01. General Fund Activity, 1994-95 to 1996-97

CATEGORY	CODE	1994-95	1995-96	1996-97
INSTRUCTION				
Architecture & Environ. Design	0200	$16,789	$14,291	$17,215
Biological Science	0400	574,920	620,547	680,850
Business & Management	0500	1,476,126	1,314,960	1,464,677
Communications	0600	118,387	146,268	190,922
Computer & Information Systems	0700	739,195	791,911	864,245
Education	0800	1,050,682	1,086,753	1,247,606
Engineering & Related Tech.	0900	882,486	937,769	1,001,452
Fine & Applied Arts	1000	1,259,375	1,296,864	1,467,852
Foreign Language	1100	313,699	315,015	315,458
Health	1200	804,271	753,093	854,032
Consumer Ed. & Home Econ.	1300	769,428	743,127	890,247
Law	1400	54,610	55,703	57,035
Humanities	1500	4,123,225	4,380,266	4,640,321
Mathematics	1700	1,160,748	1,225,612	1,327,095
Physical Science	1900	874,128	927,932	1,026,854
Psychology	2000	295,187	308,410	306,328
Public Affairs & Services	2100	145,985	153,646	162,856
Social Sciences	2200	1,313,546	1,375,450	1,501,691
Commercial Services	3000	203,130	154,661	142,074
Interdisciplinary Studies	4900	344,741	488,767	830,775
SUBTOTAL		$16,520,667	$17,091,045	$18,989,585
ADMINISTATIVE/SUPPORT				
Instructional Administration	6000	$1,354,055	$1,491,651	$2,131,930
Instructional Support Services	6100	1,743,980	1,902,118	2,092,593
Admissions & Records	6200	1,058,081	1,106,537	1,183,474
Counseling & Guidance	6300	1,672,526	1,658,883	1,933,380
Other Student Services	6400	2,174,997	2,219,513	2,552,962
Operation/Maint. of Plant	6500	2,692,947	2,866,169	2,862,988
Planning & Policy Making	6600	1,130,777	1,278,763	1,283,703
Gen. Inst'l. Support Services	6700	4,583,258	5,210,634	5,406,081
SUBTOTAL		$16,410,621	$17,734,268	$19,447,111
OTHER ACTIVITIES				
Community Services	6800	$450,723	$509,174	$600,048
Ancillary Services	6900	518,458	497,418	578,188
Auxiliary Operations	7000	1,030,220	1,104,434	940,547
Physical Prop./Related Acquis.	7100	277,516	305 980	270,256
Long-Term Debt	7200	0	0	0
Transfers & Payments to Students	7300	2,380,068	1,612,747	1,779,153
SUBTOTAL		$4,656,985	$4,029,753	$4,168,192
TOTAL		$37,588,273	$38,855,066	$42,604,888

Source: Fiscal Data Abstract, Chancellor's Office

V.2B. Expenditure Comparison to Statewide Averages

The tables below compare expenditures by activity for the college and for the system statewide in 1996-97.

Figure V.2B.01. General Fund Expenditures as a Percentage of Total Expenditures, 1996-97

	GLENDALE	STATEWIDE
CATEGORY (Objects 1000-5000)		
Certificated Salaries	45.6%	43.4%
Classified Salaries	23.9%	23.0%
Employee Benefits	13.8%	15.1%
Supplies & Materials/Operating Expenses	12.4%	14.1%
TOTAL	95.7%	95.6%
ADMINISTRATIVE/SUPPORT (6000-6700)		
Instructional Administration	5.0%	5.8%
Instructional Support Services	4.9%	3.3%
Admissions & Records	2.8%	2.0%
Counseling & Guidance	4.5%	4.1%
Other Student Services	6.0%	5.4%
Operations & Maintenance	6.7%	8.8%
Planning & Policy Making	3.0%	3.4%
General Institutional Support Services	12.7%	11.6%
TOTAL	45.6%	44.4%

Source: Fiscal Data Abstract, Chancellor's Office

V.3. General Fund Balances

The table below provide a brief summary of the enrollment, FTES, and revenues for the last several years. Since 1991-92, funding has been based on the college's Full-Time Equivalent Students (FTES) count. For a breakdown of the college's FTES, see Figure II.1A.03 on page 7.

Figure V.3.01. FTES and Fiscal Activity

FISCAL YEAR	ATTENDANCE FTES	ENDING FUND BALANCE	TOTAL REVENUE	EXPENDITURES (OBJ 1000-5000)
1990-91	11,356	$2,033,120	$36,471,049	$35,864,500
1991-92	11,580	2,180,104	37,180,392	36,959,838
1992-93	11,430	2,245,634	38,080,026	36,943,585
1993-94	10,730	2,703,583	42,091,664	38,971,528
1994-95	11,028	2,772,716	36,923,558	35,208,205
1995-96	10,977	2,354,351	37,872,882	36,328,448
1996-97	11,765	3,151,154	42,860,107	39,010,424

Source: Fiscal Data Abstract, Chancellor's Office

V4. Additional Fiscal KPIs

Data addressing the following KPIs is not currently available.

KPI 8-1	Number of cooperative ventures entered into by the college
KPI 8-2	Money saved through cooperative ventures
KPI 8-3	Percent reduction in college administrative costs
KPI 8-4	Percent increase in daily classroom occupation
KPI 8-5	Percent of satisfactory meetings
KPI 9-3	Reduction in administrative costs due to the implementation of the new IT system
KPI 10-2-1	Amount applied for in competitive grants
KPI 10-3-1	Contribution of entitlement grants to the general fund
KPI 10-3-2	Percent of grant administrative costs covered
KPI 10-3-3	Total amount brought in by entitlement grants
KPI 10-4-3	Direct or indirect contributions of PDC to general fund
KPI 10-5-1	Amount raised in public funds
KPI 10-6-1	Total revenues generated by entrepreneurial efforts
KPI 10-6-2	Fraction of entrepreneurial revenues contributed to general fund
KPI 10-6-3	Swap meet profits

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